DOCUMENT RESUME

ED 167 583

TH 006 301

TI TLE

Final Technical Report 1976-1977' Systemwide . Evaluation. Publication Number: 76.69.

INSTITUTION

Austin Independent School District, Tex. Office of

Research and Evaluation.

PUB DATE

NOTE

Jun 77
378p.; For related document, see TM 008 300; Not available in hard copy due to marginal legibility of

original document

EDRS PRICE DESCRIPTORS

MF-\$0.83 Plus Postage. HC Not Available from EDRS.
*Academic Achievement; Achievement Tests; *Basic
Skills; *Educational Assessment; Elementary Secondary
Education; Mathematics; National Norms; Frogram
Descriptions; Reading Achievement; *Testing
Programs

IDENTIFIERS

*Austin Independent School District, TX: Boehm Test of Basic Concepts; Metropolitan Readiness Tests; Sequential Tests of Educational Frogress; Texas (Austin)

ABSTRACT

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report consists of four appendices, one for each of four test batteries: California Achievement Tests, Sequential Tests of Educational Progress, Boehm Tests of Basic Concepts, and Metropolitan Readiness Tests. Data are provided in detail. Brief comments describe the meaning of the results, compare scores with the previous year, and identify strengths and weaknesses in the school program. (CTM)

Reproductions supplied by EDRS are the best that can be made from the original document.

NTOF HEALTH, A WALFARE INSTITUTE OF CATION

BEEN REPRODEN LY AS RECEIVED FROM
THE PERSONNE OR MANIZATION ORIGINTHE LE BONNE OF VIEW OR OPINIONS
TALEDOUS NO CONSESSARILY REPREENVOPPH CONTRACTOR NO POPICY
TO THE STORM OF POPICY

BEST COPY AVAILABLE

TREMESTION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY

Freda Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (FRIC) AND USERS OF THE FRIC SYSTEM."

OFFICE OF

RESEARCH AND EVALUATION

301

0011

austin Indepartment school district

BOARD OF TRUSTEES

Gustavo L. Garcia, President

Reverend Marvin C. Griffin, Vice President
Jerry Nugent, Secretary

- Will D. Davis

DeCourcy Kelley

Winnie Gage

M. K. Hage, Jr.

SUPERINTENDENT OF SCHOOLS

Dr Jack L. Davidson

COORDINATOR, OFFICE OF RESEARCH AND EVALUATION

Dr. Freda M. Holley

FINAL TECHNICAL REPORT

1976-1977

Systemwide Evaluation

June, 1977

James Watkins Senior Evaluator

Kate Ward Testing Technician

Nancy Lanier Testing Technician

Jose Bazan Programmer

Mary Roden Evaluation Assistant

Linda Spence Secretary

Approved:

Freda M. Holley, Ph.D.

Coordinator, Office of Research and Evaluation

Publication Number: 76.69

TABLE OF CONTENTS

Appendix A: California Achievement Test

Part 1: Skills Analyses - Comparisons with Last Year

Part 2: Skills Analyses - Identification of Strengths and Weaknesses

Part 3:4 SMills Analyses - Comparisons with the National Norms

Part 4: General Achievement - Comparisons with Previous Years

Part 5: General Achievement - Identification of Strengths and Weaknesses

Part 6: General Achievement - Comparisons with the National Norms and with the Urban District Norms

Appendix B: Sequential Tests of Educational Progress

Part 1: Skills Analyses - Comparison's with Last Year

Part 2: Skills Analyses - Identification of Strengths and Weaknesses

Part 3: Skills Analyses - Comparisons with the National Norms

Part 4: General Achievement - Comparisons with Last Year

Part 5: General Achievement - Identification of Strengths and Weaknesses

Part 6: General Achievement - Comparisons with the National Norms

Appendix C: Boehm Tests of Basic Concepts

Part 1: Comparisons with Last Year

Part 2: Comparisons with the National Norms

Part 3: Examination of the Relative Effectiveness of the Lippincott and MacMillan Oral Language Systems

Part 4: Consideration of the New Kindergarten Readiness Test

Appendix D: Metropolitan Readiness Tests

Part 1: Descriptive Results of the 1976-77 Districtwide Testing

Part 2: Examination of the Relative Effectiveness of the Lippincott and MacMillan Oral Language Systems.

Appendix A

CALIFORNIA ACHIEVEMENT TESTS

Briof description of the instrument:

The CAT is a standardized achievement test battery with norms. Two tests were administered -- Mathematics and Reading. The test provides assessment of achievement levels comparable to percentiles on a mational level.

To whom was the Instrument administered?

All students present the days of testing and makeup testing in all the elementary and junior high schools of AISD, except some special education students and Spanish dominant students excused as per the districtwide testing guidelines. Now many times was the instrument administered?

Generally twice -- one schoolwide, and one makeup time for students not present during the first administration.

When was the instrument administered?

Elementary students were administered the tests during the week of March 28. Junior High students were administered the tests during the week of February 14.

Where was the instrument administered?
In the various elementary and junior high schools of AISD.

Who administered the instrument? Classroom teachers.

What training did the administrators have?

All the elementary level teachers received training from their counselor, principal, ORE staff, or central office instructional staff. Not all teachers received this training though. At the junior high level, all counselors administering the tests participated in ORE planning sessions prior to the testing. Each administrator was provided with a copy of the test administration manual and with a copy of all other pertinent guidelines.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred in a few instances.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems.

Who developed the instrument? CTB/McGraw, Hill.

What reliability and validity data are available, on the instrument?

The reliability of both the Mathematics and Verbal/Comprehension tests, as summarized by Kuder-Richardson Formula 20 coefficients, is acceptable. Coefficients for different nationwide samples range generally from 0.93 to 0.96. The available test manuals do not provide any validity data.

Are there norm data available for interpreting the results?

Norm data are available in the publisher's manual.

APPENDIX A CALIFORNIA ACHIEVEMENT TEST

Part 1 (Evaluation Question 1-1)

PURPOSE

The purpose of Part 1 of this appendix is to provide information to answer Evaluation Question 1-1, stated below:

How does student achievement in each basic skills area compare with student achievement last year in these skills areas?

The basic skills that are referred to in the above evaluation question include only those very specific skills such as "addition of fractions" or "alphabetizing." They do not include the broad curriculum areas that would contain these specific skills, such as Math or Reading. Such broad curriculum areas are considered in other parts of this appendix.

PROCEDURE:

Data Collection. All test administrations for Grades 7 and 8, were done during the week of February 14 through February 18. Makeup testing, if required, was done during the following week. Test administrations for Grades 1-6 were done during the week of March 28 through April 1, with any necessary makeup testing done during the following week.

All students in Grades 1-8 were to be administered the CAT Reading and Math tests, with some authorized exceptions. The following policy was provided to all junior high schools for the determination of those students who could be exempted.

There are only two reasons why a student may be excused from taking the CAT tests:

- The student is in an integrated or self-contained special education program, or the student spends at least two hours a day in the special education resource room.
- The student has transferred into AISD during the last year from a school district where the majority of his instruction was in a language other than English.

A-1-1



A slightly modified policy regarding exemptions was provided to all elementary schools.

There are only three reasons why a student may be excused from the CAT tests:

- The student spends more than an hour a day in the special education resource room or he or she is in the self-contained special education room,
 - The student has transferred into AISD during the last year from a school district where the majority of his instruction was in a Tanguage other than English.
- The student receives the major portion of his or her instruction in Spanish each day. (This exemption category applies to students in Grades 1 and 2 only.)

Figures A-1-1, A-1-2, and A-1-3 provide information on the percentage of students taking the CAT, the percentage of students exempted for either special education or non-English-speaking reasons, and the percentages of students who were absent or otherwise unaccounted for during the testing. The districtwide summaries on each of these figures indicate that from 3% to 9% of the district's students were exempted for special education reasons for the various grades. The percentage of students exempted for language reasons ranged from almost 6% (at the junior high level) to about 2% at the first grade level, The percentage of students who were absent or otherwise unaccounted for was, at the largest, 5% (at second grade).

This year, for the first time, preslugged answer sheets (for Grades 4-8) and preprinted, gummed labels (for Grades 1-3, to be affixed to the vonsumable test booklets) were utilized to increase the accuracy of the student and school identifying information. These preslugged answer sheets and gummed labels, when delivered to the schools, contained all of the student and school information already printed and/or bubbled by computer. Figure A-1 - is an example of the type of answer sheet that was used for Grades 4-8. Figure A-1-5 is an example of the gummed label that was used in Grades 1-3. In order to insure that the preslugged information that was printed/bubbled was correct, computer listings of this information were prepared and delivered to each school. (The junior high data was derived from information stored on two student data files maintained by the DATA Processing Department: The Student Grade Report File, and the Master Student (HEW) File. The elementary data was derived only from the Master Student (HEW) File.)

Under the supervision of the building test coordinators, teachers reviewed these listings and posted any necessary changes, additions, and deletions to the listings. The corrected listings were returned to ORE and the modifications were posted to ORE's Master Preslugging File. This file, after all corrections had been posted, provided the information that was preslugged/printed on the answer sheets and



gummed labels. Figures A-1-6 and A-1-7 contain the specific instructions that were provided to the Junior High Building Test Coordinators and to the Junior High Teachers, concerning these reviews and correction procedures. Figures A-1-8 and A-1-9 contain the specific instructions that were provided to the elementary school principals and to the elementary school teachers, concerning these reviews and correction procedures.

ORE also provided to the junior high schools and to the elementary schools detailed instructions on the management of the testing operations. Figure A-1-10 contains the instructions that were provided to the junior high school building test coordinators and Figure A-1-11 provides the instructions that were provided to each junior high teacher.

Figures A-1-12 and A-1-13 contain the specific instructions that were provided to the elementary school building test coordinators. Figures A-1-14 and A-1-15 contain the specific instructions that were provided to the teachers in Grades 1-3. Figures A-1-16 and A-1-17 contain the specific instructions that were provided to the teachers in Grades 4-6.

Two points should be observed regarding these directions;

Preslugged answer sheets or gummed labels were provided for all students who were members of a school, including those who would be exempted from the testing for special education or for language reasons. The instructions that were provided to the schools required them to make the appropriate mark in the "Special Code 2" field on the answer sheet or label and to return them to ORE. No test data for these students was scored, but the information was tallied for each grade in each school. The "X of Students Exempted" columns of Figures A-1-1, A-1-2, and A-1-3 are based on these counts.

The testing administration procedures allowed for teachers who detected a student taking a test or tests under possibly invalidating conditions (e.g., a student with poor vision whose glasses were broken, or a student unable to concentrate due to a serious illness in the family) to mark that student's answer sheet or gummed label to signify this fact. The "Special Circumstances" fields on the answer sheet or the gummed label are where such marks, would be placed. All teachers were provided with a copy of a "Special Circumstances" log on which the details of such circumstances were to be described in detail. These logs were found on each campus for later use. (See Figure A-1-18 for an armuple of the Special Circumstances Log that was used in the junior high shhools.)

All CAT testing reports that were provided back to the schools which contained individual student's results were flagged with an asterisk (*) if special circumstances were indicated. By this means, counselors and teachers who used these reports in later years would know that some unusual circumstance had occurred, and they could consult the special circumstances logs to obtain more details on the situation.

However, the summary results that are described in this appendix ignore all such flags and report on all students since any special circumstances that may have occurred in the norming sample were also included.

Analyses. Each of the four CAT subtests that were administered may be subclassified into several distinct categories of skills. Each of these skills is conceptually different from the others. Because students may be more capable in some of these skill areas than in others, and because it is possible that the AISD curriculum may emphasize some skills more than others, it is appropriate to consider district-wide achievement in each of these skills as a separate entity.

CTB/McGraw-Hill, the publisher of the CAT, has provided a classification of all of the CAT test items for each level of test into a set of different skills. Each skill consists of from two to thirty or forty of the test items. Their classification scheme is utilized in the discussion below.

For each grade and skills area, the overall AISD achievement was computed as follows. For each item in that skills area, the percentage of students in that grade who answered the item correctly was computed. The average of these percentages across all items in the skills area is used as an indicator of AISD performance in that skills area. This is referred to as the "average percent correct" in the discussions and figures that follow.

Several observations should be made at this point.

It was noted earlier in this discussion that the summary statistic was an average, rather than the median which is typically used in the Technical Report. The reason for this is to insure comparability of these results with those of Parts 2 and 3 of this appendix. In these two later parts, for technical reasons that are explained in Part 2, the average is a more manageable summary statistic than is the median:

The results that are reported for Grades 7 and 8 are based on the current year and on the two previous years. However, the reported results for Grades 1 through 6 are based only on two years of data.

Students in Grades 1, 3, and 5 were never tested until the 1975-76 school year, and therefore there is no test data for 1974-75. Students in Grades 2, 4, and 6 were tested in 1974-75, but the testing was done in February rather than in late March and April. The average percent correct statistics for a February administration are not comparable to those based on a later administration. The interpolation methods that are used in Parts 2 and 3 of this appendix, which can make "adjustments" for different administrations later, cannot be employed for the data discussed in this part. Thus, the 1974-75 results for Grades 2, 4, and 6 cannot be utilized either.



Not all of the publisher-provided skills areas are discussed in Part 1 or in Part 2 and 3 of this appendix. No skills areas that contain three or less items are included, since this would be too few items to guarantee an adequate representation of the skills area. Also, many skills areas defined in levels of the CAT are omitted. The hand coding of results did not permit an economical method of separately scoring some of these skills areas.

FINDINGS:

u (S

Figures A-1-19 through A-1-26 display the findings for Grades 1 through 8, respectively. Υ

Because of the large amount of detail, these results cannot be verbally summarized in any useful manner. Interested AISD personnel are encouraged to inspect these tables on their own.

A .				. !		
# Marian	GRADE	MEMBERSHIP	7 OF STUDENTS	Z OF STUDEN	TS EXEMPTED	,7 of students
SCHOOL.	GRADE .	ueusevouri	TAKING TESTS ^{1,2}	Special Ed. 1,3	Foreign Lang 1,3	ABSENT ^{1,4}
	,	<u></u>	/			
	1	112	88.4%	0.0%	5.4%	6.3%
1	2	106	77.4%	7.6%	16.0%	40,0%
Allison	3	104	98.17	1.0%	0.0%	ե. 0%
	٠ 4	133	90.2%	0.8%	0.8%	8.3%
	5	121	95.0%	4.1%	0.8%	0.0%
	1	89 ▼	89.9%	(),()%	0.0%	10.1%
	2	' 87	93.1%	6.9%	0.0%	0.0%
Andrews	3	89	87.6%	1.1%	0.0%	9.0%
	4	82	-43.9%-	8.5%	0.0%	0.0%
	5	96	97.9%	1.0%	0.0%	1.0%
Artenia de esta a la servação	<u> </u>		98.3%	(), Ö%	0.0%	THE RESERVE AND ASSESSMENT OF THE PARTY OF T
[, 1	58	98.3%	0.0%		1.7%
Barton HIIIs	1 1	55	100.0%		0.0%	2.0%
	,	60	1	0.0%:	0.0%	0.0%
i	4	48	100.0%	0.0%	~ 0.0%	0.0%
	ं - <u>स्व</u> र्ण	the state of the state of the state of	100.0%	0.0%	0.0%	0.0%
	1	113	93.8%	3.5%	J 0.9%	1.8%
is 1	é	108	94.4%	4.6½√/°	T 0.0%	(), 9 ^m .
Becker	3	124	80,6%	10.5%	0.0%	8.9%
ı	4	103	94.2%	8.7%' '	0.0%	0.0%
	5	110	93.6%	5.,5%	().()%	0.9%
,	l	76	98.7 %	0.0%	0.0%	1.3%
	2	58	96,6%	0.0% '	0.0%	3.4%
Blackshear	3	67	83,6%	7.5%	0.0%	4).0%
	4	62	90,3%	\ 8.1%	0.0%	1.6%
	' 5	63	90.5%	6.3%	1,6%	1.6%
· • • • • • • • • • • • • • • • • • • •	to sacross.	70	100,0%	0.0%	0.0%	· · · · · · · · · · · · · · · · · · ·
)	57	94,7%	11.5%		%()()۔ ۱۷%
Brentwood		() ¹)	96.9%	3.1%	0.0% 0.0%	. 1.8%
\ \	4	75	93.3%	1		(),()% / 3w *
. a ¹	5	147	34.7%	0.0%	0.0%	6.7%
		82 82		59,9%	0.0%	5,4%
?	',		91.5%	1.2%	1.2%	6.1%
Heady.	2	74	77.0%	20.3%	1.4%	1.4%
Brooke	,	61	88.5%	14.8%	(),()%	() _* () ^y / ₀
SDYC:	4	67	83.6%	13.4%	0.0%	1.0%
ERIC.	5	64	89.1%	6.3%	0.0%	4.7%

			(T		<u> </u>	
SCHOOL	GRADE	MEMBERSHIP	Z OF STUDENTS		ITS EXEMPTED	Z, OF STUDENTS
		4	TAKING TESTS ^{1,2}	Special Ed. 1,3	Foreign Lang 1,3	ABBENT ^{1,4}
	<u>l</u> ' .	100	84.0%	9.0%	3.5%	4.0%
	2	79	88.6%	1.3%	0.0%	, 10.1%
Brown	. 3	, 91	84.6%	11.0%	0.0%	4.4%
	, 4	67.	95.5%	10.4%	0.0%	0.0%
	5	63	71.4%	20.6%	0.0%	7.9%
	1	, 40	97.5%	0.0%	0.0%	2.5%
	2	44	84:1%	9.1%	0.0%	6.8%
Bryker Woods	3	29	93.1%	3.4%	0.0%	3.4%
:	4	42	88.1%	11.9%	0.0%	0.0%
	5	40	87:5%	12.5%	0.0%	0.0%
	1	90	98.9%	0.0%	0.0%	1.1%
-	2	79	93.7%	0.0%	0.0%	6.3%
Campbell :	3	, 77	89.6%	14.3%	0.0%	0.0%
	4	76	72.4%	13.2%	0.0%	14.5%
	. 5	75	88.0%	22.7%	0.0%	0.0%
, in the second	1	75	1 86.7%	9.3%	0.0%	4.0%
	2	90	75.6%	10.0%	0.0%	14.4%
Casts	3	70	92.9%	5.7%	0.0%	1.4%
:	4	113	82.3%	5.3%	0.0%	12.4%
· B.B. Same of the second	5	69 *	92.8%	7.2%	1.4%	0,0%
	1	140	94.3%	3.6%	0.0%	2.1%
ي مسيور :	2 7	119	95.0%	3.4%	0.0%	1.7%
Cunn Engham	3	-131	95.4X	3.8%	0.0%	0.8%
1	4	130	89.2%	4.6%	0.8%	5.4%
1	. 5	104	97.1%	1.0%	1.9%	0.0%
	1	111, .	97.3%	0.0%	3.6%	0.0%
	2	97/	93.8%	6.2%	1.1%	0.0%
Dawsou	3	103	86,4%	19.4%	0.0%	1.9(
z	4	112	86.6%	3.6%	0.0%	9.8%
Professional and accompanies of the contraction of	5,	115	91.3%	2.6%	0.0%	6.1%
	1	23	100.0%	0.9%	0.0%	0.0%
DILL	2	26	96.2%	9.0%	0.0%	3.8%
TO STATE OF THE ST	3	16	100.0%	/ 0.0%	0.0%	0.0%

 $\partial I'$

ZO OF	STUDENTS %.	ND CANNENIAG BARAWA		
######################################	RIGERITE	of students exempt	CED	7 OF STUDENTS
SCHOOL GRADE MEMBERSHIP TAKI	NG TESTS ^{1,2} Special	Ed. 1,3 Foreign	Lang 1,3	ABSENT ^{1,4}
1 129	2.1% 0.	3% . 24.0)%	3.1%
	5.6% 7.	* I	1	3.4%
	7.6%	4		4.7%
■	0.0%	1		3.8%
1 *	8.7%			2.8%
	4.7% 0.0			5.3%
	4.7%			11.1%
	5.5% 6.0		· •	0.0%
, , , , , , , , , , , , , , , , , , ,	7.5% 16.			0.0%
	9.7%		L.	33.8%
	0.7% 1.7			8.1%
	4.8%		<u>%</u> / · '	1.0%
	0.9%	_		8.7%
l es	9.8% 6.1			4.1%
1 1 2 2 4	5.6% 4.4			0.0%
Caralana and a caracteristic and a second and	0.6% 0.0			19.4%
	6,8% 5.9			7.4%
	8.3% 0.0	li e		1,7%
	8,6% 0.0			1.4%
	7.9% 7.6	■ "		4.5%
	9.8% 0.0			8.5%
	1.5% 2.1	· ·	. 1% [4.3%
I I I	1.1% 2.2	i	1 18-	6.7%
	7.6% 0.0	1 4		34.4%
	5.8% 3.0			18; 2%
	8.4% 3.2	the state of the s		1,6%
	9.1% 10.9		,	0.0%
at the second	3.7% 0.0	4		6.3%
* * * * * * * * * * * * * * * * * * *	0.0% 4.3	A Company of the Comp		0.0%
l l	3.3% 11.1			15,6%
	8.7%			2.8%
l I	3.8% 3.1		:	7.1%
	5.4% 9.8			4.9%
	2.1%		, ,	7.7%
	2.5			7.5%

SCHOOL.	GRADE	MEMBERSHIP	7 OF STUDENTS	Z.OF STUDEN	ITS EXEMPTED	% of students
oonoo,	V	, main altolist	TAKING TESTS ^{1,2}	Special Ed. 1,3	Foreign Lang 1,3	absent ^{1,4}
, ,	5	1		ļ		
1	1	59 •	84.7%	.43.6%	0.0%	1.7%
Re 111 y	2	42	≥ . 97.6%	0.0%	0.0%	2.4%
RETATY	. 3	48	89.6%	2.1%	0.0%	8.3%
	- 4	38	86.8%	13.2%	0.0%	0.0%
	5	49	93.9%	4.1%	0.0%	2.0%
		.43	100.0%	0.0%	0.0%	0.0%
ı i	2	40	90.0%	7.5%	0.0%	4.5%
Ridgetop	3 ,	46	82.6%	0.0%	0.0%	17.4%
	·, 4	23	100.0%	0.0%	0.0%	0.0%
	5	42	100.0%	4.8%	0.0%	0.0%
	1	54	75.9%	16.7%	0.0%	7.4%
	2	44	84.1%.	18.2%	0.0%	0.0%
Rosedale	3	44 '	81.8% ,	11.4%	0.0%	6.8%
	4	44 .	55.0%	20.0%	0.0%	25.0%
	5	32	91.0%	10.3%	0.0%	0.0%
Rosewood	4	82	75.6%	18.3%	0.0%	6.1%
) **	5	75	69.3%	13.3%	0.0%	17.3%
•	1	124	91.9%	4.0%	0.0%	4.0%
	2	145	95,2%	1.4%	0.0%	3.4%
St. Elmo	3	122	89.3%	40.0%	0.0%	10.7%
	4	121	81.0%	10.7%	0.8%	7.4%
· · · · · · · · · · · · · · · · · · ·		136 .	90.4%	9.6%	0.0%	0.0%
•	1	46	100.0%	0.0%	0.0%	0.0%
	2	52	96.2%	0_0%	0.0%	3.8%
Sommit	3	41 ·	95.1%	0.0%	0.0%	4.9%
	4	44	97.7%	0.0%	0.0%	2.3%
1 - 	5	33	100.0%	0.0%	0.0%	0,0%
	1	91	98.9%	1.1%	0.0%	0.0%
	2	75 .	- 89.3%	0.0%	0.0%	10.7%
S I ms	3	80	76.3%	10.0%	0.0%	23.8%
	4	89	79.8%	21.3%	0.0%	0.0%
	5	84	82.1%	714.3%	1.2%	2.4%



	· · · · · · · · · · · · · · · · · · ·		AN Amunuma	V ATI Aminhi	AG BABIWASP	z of students
SCHOOL.	CRADE	MEMBERSHIP	TAKING TESTS ^{1,2}		TS EXEMPTED Foreign Lang 1,3	ABSENT ^{1,4}
-	1	75	86.7%	4.0%	5.3%	4.0%
j jeis s	2	67	83.6%	9.0%	0.0%	7.5%
Metz	3	68	92.6%	2.9%	1,5%	2.9%
- 4	. 4	73	84.9%	11.0%	1.4%	2.7%
	5	88	86.4%	11.4%	0,0%	2.3%
	1 1 .	64	90.6%	6.3%	0.0%	3.1%
Oak Springs	2	75	66.6%	21.3%	0.0%	12.0%
	3	<i>5</i> √72	73.6%	13.9%	0.0%	12.5%
The state of the s	1	66	77.3%	15.2%	4.5%	3.0%
· .	2	74	56.8%	28,4%	. 5.4%	9.5%
Ortega	`3	45	73.3%	17.8%	6'.7%	2.2%
	4	76	57.9%	22.4%	0.0%	19.7%
•	5	73	47.9%	39.7%	0.0%	12.3%
,	1	93	65.6%	6,5%	1.1%	26.8%
	. 2	, 88	67.0%	3.4%	14.8%	14.8%
Sänchez	3	76	78.9%	3.9%	13.2%	3.9%
	4	. 70	91,4%	5.7%	4.3%	0.0%
	5	81	84.0%	11.1%	2.5%	2.5%
	1	49	91.8%	8.2%	0.0%	0.0%
	2	70 .	98.6%	1.4%	0.0%	0.0%
Pease /	3	53	96.2%	1,9%	0.0%	1.9%
· ' '	4	51	90.2%	0.0%	0.0%	9.8%
	5	36	86.1%	11.1%	0.0%	2.8%
	1	100	100.0%	5.0%	0.0%	0.0%
	2	105	83.8%	6.7%	0.0%	9.5%
Pecan Springs	4	89	98,9%	5.6%	0.0%	0.0%
# ^{**}	4	78	79.5%	17.9%	0.0%	2.6%
	5_	74	90.5%	10.8%	0.0%	0.0% ეე
	l	74	97.3%	1.4%	1.4%	0.0%
1	2	65	96.9%	1.5%	0.0%	1.5%
Pleasant HIII.	3	64	98.4%	4.7%	0.0%	0.0%
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4	59.	79.7%	20.3%	1.7%	0.0%
	5	55	96.4%	3.6%	0.0%	0.0%

ERIC

SCHOOL GRADE HEMBERSHIP X OF STUDENTS X OF STUDENTS FEMPLED X OF STUDENTS X OF		<u> </u>				• •		• •
TAKING TESTS Special Ed. 1, 3 Foreign Lang 1, 3 ABBERT A	1	SCHOOL	CRADE	MEMBERSHIP		a norther transfer of the state	夏×キャーニャ - 548 SELLSONS (機能量 17)。	I I
National 1		:			TAKING TESTS 1.2"	Special Rd. 1.3	Foreign Lang 1,3	ABSENT 1,4
Marman				5)	87.07	1) 17	Λ /\w	
Norman		:	2 .	42			j	1 1 1 1
1		Norman	3	i			1	1 1
Fillow			4		I		1 '	1 '
Pillow 1			5					i .
Pillow 3 62 98 95.92 0.02 0.03 0.03 0.02 0.02 6.12 1.22 0.02 6.25 96.83 0.02 0.02 0.02 9.42 0.02 5 78 98.72 0.02 0.02 0.02 1.31 0.02 1.32 0.02 1.42 0.02 1.42 0.02 1.43 0.02 1.43 0.02 1.44 0.77 9.22 1.40 50.77 6.42 0.02 4.29 0.02 0.72 1.42 0.02 1.43 0.02 0.02 0.02 1.31 0.02 1.45 0.02 0.02 0.02 0.02 1.43 0.02 0.02 0.02 0.02 0.02 0.02 0.02 1.43 0.02 0.02 0.02 0.02 0.02 0.02 0.02 0.0		The second secon]	and the same are the same of t	The state of the s	a . a management over a tipe of a		and the second of
Pillow	1	,	- 2	· ·	1		Ĭ	/ (
1	١	P111ow	3	· ·	l ' I			
1	-		4					
1	ı		. 5		l I			
Wooldridge 3 120 89.2x 4.2x 0.0x 52.925 4 145 86.9x 15.2x 0.0x 0.7x 5 113 87.6x 8.0x 0.9x 3.5x 1 102 94.1x 4.9x 0.0x 1.1x 2 88 94.3x 4.5x 0.0x 0.0x 4 106 100.0x 3.8x 0.0x 0.0x 5 104 100.0x 5.8x 1.0x 0.0x 6 10 10 10 10 10 7 92 100.0x 0.0x 0.0x 1 89 98.9x 0.0x 0.0x 0.0x 1 18 97.5x 1.7x 0.0x 0.0x 1 18 97.5x 1.7x 0.0x 0.0x 1 159 96.9x 0.0x 0.0x 0.0x 2 180 96.1x 0.6x 0.0x 0.0x 0.0x 3 144 95.1x 0.7x 0.0x 0.0x 0.0x 4 125 89.6x 8.0x 0.0x 0.0x 0.0x 5 118 98.6x 0.7x 0.7x 0.7x 0.0x 6 111 95.5x 6.3x 0.0x 0.0x 0.0x 1 111 95.5x 6.3x 0.0x 0.0x 0.0x 4 110 95.5x 3.6x 0.0x 0.0x 0.0x 5 110 95.5x 3.6x 0.0x 0.0x 0.0x 6 110 95.5x 3.6x 0.0x 0.0x 0.0x 7 10 10 10 10 10 10 7 10 10 10 10 10 10 8 10 10 10 10 10 10 8 10 10 10 10 10 10 9 10 10 10 10 10 10 10 10		TERRES CONTRACTOR SERVICE SERVICES	1 /	THE TRANSPORT OF THE PROPERTY OF	The state of the s	the first of the second of the	Electric Entertainment and special control of	
	-							
14		Wooldridge ')		1 1		i i	
1		**	4(
1 102 94.12 4.92 0.01 3.02			5					
Doss 2 88 94.17 4.57 0.07 1.17 106 100.07 3.82 0.07 0.07 1 89 94.47 0.07 0.07 0.07 2 92 100.07 0.07 0.07 0.07 4 118 97.57 1.77 0.07 0.07 5 99 94.97 0.07 0.07 0.08 1 159 96.97 0.07 0.07 0.07 1 159 96.17 0.07 0.07 0.07 1 155 89.67 8.07 0.07 0.07 1 125 89.67 8.07 0.07 0.07 1 111 95.57 6.37 0.07 0.07 1 111 95.57 6.37 0.07 0.07 1 111 95.57 6.37 0.07 0.07 1 111 95.57 6.37 0.07 0.07 1 111 95.57 6.37 0.07 0.07 1 111 95.57 6.37 0.07 0.07 1 111 95.57 6.37 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 111 95.57 6.37 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.07 1 110 95.57 1.07 0.07 0.09 1 110 95.57 1.07 0.07 0.09	1	in process of the second secon	· · · · · · · · · · · · · · · · · · ·		the second secon	Andrew Control of the	14444191111 /2 21 2 M 2 2 2 2	1.5%
1	Į		2					,
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	ł	Dogg	1 1					1.12
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$			4	-				11.33
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	l	* , , , , , , , , , , , , , , , , , , ,	ί, Ι			and the second s		0.0%
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	1	er# 1 e		Property and the second second second second	and the second s	the first of the second of the second of the second of	Part Control of the C	$(0,0)^{\bullet}$
Hill	1	1	7		1	1	0.02	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	1	1111					0.01	(h, n)
118		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, <u>,</u>		j	,	0.0%	1.1%
Odom 159 180 96.92 96.12 0.02 0.62 0.02 0.02 3.12 3.32 144 125 138 95.12 89.62 0.72 0.02 0.02 0.02 2.42 0.02 111 2 98 98.62 93.92 0.02 0.02 0.02 0.02 0.02 0.02 110 4 110 90.02 10.02 1.02 0.02 0.02 0.02 100 110 95.52 95.52 3.62 0.02 0.02 0.02 3 100 90.02 0.02 1.02 0.02 0.02 0.02 3 100 95.52 0.02 3.62 0.02 0.02 0.02		İ	Ψ,				0.0%	
Odom 159 96.92 0.02 0.02 3.12 180 96.12 0.62 0.02 3.32 144 95.17 0.72 0.02 4.22 5 138 98.62 0.72 0.02 2.43 111 95.52 0.02 0.02 0.02 125 98 93.92 0.02 0.02 0.02 100 90.02 10.02 1.02 0.02 100 95.52 3.62 0.02 0.02 100 95.52 3.62 0.02 0.02 100 95.52 3.62 0.02 0.02 100 95.52 3.62 0.02 0.02 100 95.52 3.62 0.02 0.02	1	mirina v ruses			· · · · · · · · · · · · · · · · · · ·	0.07	2.0%	3.0%
Odom 3	1	1				0.02	0.0%	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Winn 144	ŀ	(A.Lead	£			0.6%	0.0%	
Winn 125	١	CALCHU	,	1	The state of the s	0.71 ()	, .	4.22
Winn 138			4			8.0%		
Winn 3		e Alan San San San San San San San San San S	7	to to the second of the second of $lacksquare$			١ .	0.0%
Winn 3					95.5%	6.17		0.07
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		111	<u> </u>		93.9%		1 P	0.17
95.5% 3.6% 0.0% 0.9%		WINN ,	, <u> </u>		90.02		· .	
		٠	4		95.5%	· ·		
		e de la companya del companya de la companya del companya de la co) - hve reen a sees a see	125	94.4%	5.6%	0.0%	0.07

MALAN	CRADE	MEMBERSHIP	7 of Students	Z.OF STUDEN	TS EXEMPTED	1 of Student
SCHOOL	UMANE.	UBUND KO IIT.	TAKING TESTS1,2	Special Ed. 1,3	Foreign Lang 1, 3	ABBENT ^{1,4}
* *,	l	65	92.3%	9.2%	0".0%	0.0%
	2	61	88.52	8.2%	0.0%	1.3%
Walnut Creek	3	43	93.02	7.0%	0.0%	0.01
	4	53,	86.8%	0.0	0.0%	13.2%
	5	49	87.8 %	0.0%	0.0% .	12.21
		122	91.8%	2.5%	0.0%	4.91
	2	115	73.9%	25.2%	0,0%	0.01
Wooten)	95,	85.3%	9.5%	0.0%	5.3%
:	4	tO2'	75.5 %	20. 6 %	0.0%	3. 9 %
	5	, 74	95.5%	8.1%	0.0%	0.01
/	Ī	91	69.2%	0.0%	26.47	4.41
	2	. 68 .	60. 3 %	11.8%	25.0%	2.91
Zavalo .	3	51	18.4 %	13.7%	5.9 %	2.01
	4	60	91.7%	6.7%	1.7%	0.01
·	. 5	72	88. 9 x	11.1%	1.4%	0.01
	1	109	89.0%	5.5%	0:0%	5.57
	2	104	' 95 . 2 %	2.9%	0.0%	1.97
lilker!	3 .	69	91.3%	5.8%	0.0%	2.97
•	4	. 74	01. 1 X	13.5%	0.0%	5.47
	5.	71	94.4%	1.4%	1.4%	2.87
		1 71	100.0%	0,0%	0.0%	0.07
	2	84	100.0%	0.0%	. 0.0%	0.07
l e nchaca	3	54	98.1%	0.0%	0.0%	1,97
	4	51	98.0%	2.0%	0.0%	۵.0٪
	5	70	100.0%	0.0%	0.0%	0.0%
terif var krist at de Seiter i Lamanne en serigen get		133	94.0%	5.3%	0.0%	0.87
•	2	87	93.1%	4.6%	0.0%	2.37
ak HIII	3	106	89.6X	8.5%	0.0%	1.97
•	4	96	85,4%	14.6%	0.0%	0.0%
	5	125	92.0%	8.0%	0.0%	0.0%
<u> </u>		117	99.1%	0.92	0.0%	0.0%
:	2	132	91.7%	4.5%	0.0%	3.8%
arrington	3	100	93.0%	10.0%	0.0%	0.0%
	4	96	95.8%	5.27	0.0%	0.0%
RIC	5	85	95.3%	3.5%	0.0%	1.2%

		(A. A. B. A. L.) -	X OF STUDENTS	2.07 Studen	ITS EXEMPTED	2 of Students
SCHOOL,	GRADE	MEMBERSHIP	TAKING TESTS1,2	Special Ed. 1,3	Foreign Lang 1,3	ABBENT ^{1,4}
1	1 1	111	98.27	0.01	, 0.01	1.8%
	2	119	• 97.5%	0.0%	0.01	2.5%
Sunmet Valley	3	105	98.1%	/ 0.0X	0.0%	1.9%
•	4	100	98.07	0.0%	X0.0	2.0%
•	5	93	97.8%	0,0%	0.0%	2,2%
1.	1 1	73	97.3X	10.0%	0.0%	2.7%
· · · · · · · · · · · · · · · · · · ·	2	1 72	98.6%	0.0%	0.0%	1.4%
Graham	3	. 17	94.8%	5.2%	0.0%	0.0%
•	4	52 '	88.5%	9.6%	0.07	1.9%
	5	12	90.3%	9.7%	0.0%	0,0%
,	1	135	94.1%	2.2%	1.5%	2.2%
•	2	114	87.72	· 1-3.5%	4.4%	4.4%
Linder	3	106	85.8%	0.9%	4.7%	8.5%
,	4	85	94.1%	3.5%	1.27	1.2
	12/	82	90.2%	7.37	4.92	0.0%
entre		. 138	99.3%	X0.0	0.0%	0.7%
	2	133	96,2%	0.8%	0.8%	2.3%
Cook	3	110	98,2%	4.5%	0.07	0.0%
1	1	98	98.0%	2.07	0.07	0.0%
1	5	100	100.0%	0.0%	0.0%	0,0%
anganganagan ang mga Marabi San Pang San ang saga bandinan ba		142	95.1%	0.07	0.0%	4.9%
	2	1 37	94.9%	0.0%	0.0%	5.1%
Houston	3	113	97,3%	1.8%	0.0%	0.9%
	. 4	106	100.0%	1.9%	0.9%	0.0%
	5	109	93.6%	7.3%	0.0%	0.0%
THE PERSON NAMED OF THE PE	J . I	105	91.4K	5.7%	0.07	2.9%
1	2	108	99.1%	0.0%	0.9%	0.0%
Williams .	3	95	94.7%	1.17	0.0%	4.2%
1	4	116	95.7%	6.0%	0.0%	0.0%
	5	87	96.6%	6.97	0.0%	0.0%
1	1	4799	92.1%	2.9%	1.8%	3.2%
<u> </u>	2	4609	88.5%	5.1%	1.4%	5.0%
DISTRICT	3 '	4226	90.2%	5.7%	0.6%	3.5%
SUMMARY	4	4297	88.5%	8.2%	10.3%	3.0%
i] 5	4270	88.8X	8.7%	0.5 %	2.0%

28

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5 TAKING THE CAT TESTS, EXECUTED FROM TESTING, AND ABSENT

NOTES:

Membership data is approximately the membership as of the testing period. It is computed as the average of (1) membership as of the last day of the fourth six-weeks (March 4), and (2) membership as of the last day of the fifth six-weeks (April 22).

Because of this approximation, the percentages of students taking the test recorded in this figure may sometimes be slightly in excess of 100%, and the percentage of students absent may be slightly less than 0.0%. In such instances, the percentages have been rounded off to 100% and 0.0%, respectively.

These percentages are based on a count of the number of answer sheets (or test booklets, for Grades 1-3) which were returned to ORE for scoring. They exclude any students who did not participate in any testing, for any reason. All percentages have been rounded off to the nearest tenth of an integer. See also Note 1, second / paragraph.

These percentages are based on answer sheets (or test booklets) which were returned to ORE and marked with one of the two exemption categories. All percentages have been rounded off to the nearest tenth of an integer. See also, Note 1, second paragraph.

⁴This percentage is computed as 100% - % of students taking the test - % of students exempted. See also, Note 1 second paragraph.

5 Answer sheets for two of the Wooldridge 2nd Grade classes were inadvertantly omitted from the scoring process.

31

Piguto #A-1-2

dosans	GRADE	MEMBERSHIP	x op students	4 of Studen	TS EXEMPTED	% of students
\$CHOOL	OKUND	NEUDOVOUTL	taking tests ^{1,2}	Special Ed. 1,3	Foreign Lang 1,3	abbent ^{1,4}
					1	
Allan V	6	201	94.5%	5.4%	0.0%	0.0%
Martin	6	302	91.3%	8.2%	1.3%	0.0%
Blanton	,6	552	187.8%	7.6%	0.0%	4.5%
Joslin	6	962	95.6%	3.5%	0.0%	0.8%
Read	6	632	92.2%	0.0%	0.0%	7.8%
Travia Heights	6	713	91.1%	6.7%	0.4%	1.7%
Baker	6	425	87.7%	12.1%	0.7%	0.9%
Webb	6	849	88.9%	10.2%	0.2%	0.6%
DISTRICTATOR						,
SUMMARY	6	4636	93.4%	5.4%	0.3%	3.3%

Figure A-1-2 (continued)

INVENTORY OF STUDENTS IN CRADE 6
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

NOTES:

Membership data is approximately the membership as of the testing period. It is computed as the average of (1) membership as of the last day of the fourth six-weeks (March 4), and (2) membership as of the last day of the fifth six-weeks (April 22).

Because of this approximation, the percentages of students taking the test recorded in this figure may sometimes be slightly in excess of 100%, and the percentage of students absent may be slightly less than 0.0%. In such instances, the percentages have been rounded off to 100% and 0.0%, respectively.

These percentages are based on a count of the number of answer sheets (or test booklets, for Grades 1,3) which were returned to ORE for scoring. They exclude any students who did not participate in any testing, for any reason. All percentages have been rounded off to the nearest tenth of an integer. Se also Note 1, second paragraph.

These percentages are based on answer sheets (or test booklets) which were returned to ORE and marked with one of the two exemption categories. All percentages have been rounded off to the nearest tenth of an integer. See also, Note 1, second paragraph.

⁴This percentage is computed as 100% - % of students taking the test - % of students exempted. Se also, Note 1, second paragraph.

SCHOOL,	CRADE	MEMBERSHIP	TAKING TESTS1,2		TS EXEMPTED Foreign Lang 1,3	x of students arbent ^{1.4}
Allan	, ,	269,	85.5%	12.2X°	0.0%	1.1%
Bran	8	236	86.0%	8.1%	0.0 x\	5.98
Fulmore	7 8 .	472 487	98.9% 100.0%	0,2X 0-2 X	1.1X 4 0.0X	0.8% 0.0%
Lamar	7	387	95.8%	3.48	o.'ox	0.3%
	8	351	97.1%	231	9-08	0.6%
. Burnet	7 8	488 478	89.3% 96.4%	4.7%	0.0k	5.9% 0:0%
O, ₍ llenry	* 7 8	400 + 387	/96.0% 94.3%	3,87 3,47	0.5% 0.3%	0.02 2.1%
Pearce	7	646 626	97.8% 97.1%	1.1% 1.0%	0.02	1.1%
Porter	7	- 450 401	73.8% 95.5%	6.2% 3.7%	0.0% 0.2%	20.0x 0. \$ x
Martin !	7	338 354	79.2% 89.5%	10.0% A.7%	0.0% 0.0%	9 .2X 8 .8X
Murchison	7 8	374 453	95.2% 99.6%	3.2X 1.5Xu	0.0%	1.6%
Bedlchek	7	637	96.1% 98.7%	1.7% 1.4%	0.0%	2.2 % 0.0 %
Doble	7	624 557	96.8%	2.1%	0.0%	1.17 0.17
STRICTWIDE SUMMARY	7 8	501 5018 4895	96.8% 92.2% 96.3%	3.8% 2.3%	0.0% 0.1% 0.1%	0.12 3.92 91.42

36

Pigure A-1-3 (continued)

INVENTORY OF STUDENTS IN GRADES 7.4 8 TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

notes

Membership data is approximately the membership as of the testing period. It is computed as the average of (1) membership as of the last day of the fourth six-weeks (January 14) and (2) membership as of the last day of the fourth six-weeks (Manch 4).

These percentages are haved on a count of the number of answer sheets (or test booklets, for Grades 1-3) which were returned to ORE for acoring. They exclude any students who did not participate in any testing, for any reason. All percentages have been rounded off to the nearest tenth of an integer. See also Note 1, second paragraph.

These percentages are based on answer sheets (or test booklets) which were returned to ORE and marked with one of the two exemption cutegories. All percentages have been rounded off to the nesrest tenth of an integer. See also, Note 1, second paragraph.

This percentage is computed as 100% - % of students taking the test - % of students exempted. See also, Note 1 second paragraph.

38

ANSWER SHEET USED FOR CAT TESTING IN GRADES 4-8

_		ACHIEVE MENT TEST	2380‡
- 7337		《曹文章》等第一条 《	
– poser	ာသာသဘာသာ <u>နွော်</u> ရှိ:	THE RESIDENCE OF THE PARTY OF THE PARTY.	•
- pessa		PAGE H LAVE	
	:ಪ್ರಪ್ರವಾದ್ಯಾ <u>ಕ್ಕೆ</u>	51 m 30 m	
	නමධාවට .		
		T C Z L C E C L & D Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z	
		Control of the contro	ming the state of
		0.0000000000000000000000000000000000000	
		; DO CO	MATERIAL STATE OF THE PROPERTY
FEFFE			000
<u> </u>			
	TEDDIESE TEETET	. 	TOO
		. ම ය ල ල ම ම ල ල ල ල ල ල ල ල ල ල ල ල ල ල	7 7 7 7 7 7 7
	1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		2 222-22-8
Z T T T T			
ನ್ನು ತಾರುತ್ತಾ		000000000000000000000000000000000000000	TTTTT I
	© 30 CC 0D 0D 0D 0D 0D) රටෙන බෙවන තෙව සහ සහ යා) රටෙන බෙවන නො සහ සහ සහ යා	2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
	0 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	000000000000000000000000000000000000000	
್ ವಹಾರಾತಾ	மை கை கே கே கே கே கே	തമരുമെത്തെട്ടായതായത	
<u> </u>		© © © © © © © © © © © © © © © © © © ©	
SILLI	1 3 cr 0 1 1 1 1 1 0 0	(B)	
	30 32 32 30 (≯		
J I Z I E Z			
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$			
1 D 2 C 2 1 D 2 C 2 1 D 2 C 2 1 D 2 C 2			(30 00 co 10 20 20 20 20 20 20 20 3
		<u>E00CC330313</u>	
	D T T T T T T T T T T T T T T T T T T T		
	D T T T T D T T T T T T T T T T T T T T		
T D D D T	T T T T T T T T T T T T T T T T T T T	<u>E00CC330313</u>	20 20 CD 20 20 20 20 20 20 20 20 20 20 20 20 20
	T T T T T T T T T T T T T T T T T T T		
		DAG III SPECIAL CINCUM	00000000000000000000000000000000000000
## 1	A 7 2 3 1 2 1	SPECIAL CHACUMAN	00000000000000000000000000000000000000
1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		DAG III SPECIAL CINCUM	00000000000000000000000000000000000000
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	A 7 2 3 1 2 1	SPECIAL CHACUMAN	00000000000000000000000000000000000000

A ·1 ·19

Figure A-1-4 (continued)

AN SWER SHEET USED FOR CAT TESTING IN GRADES 4-8

		•		•	
_		~ 3	•		c
	1221221	(3 549	Manaha	PANA DIRE WILL THE COUNT	
•		1	hii ≛≒∎ g	reis Projector say marks you w	
	ಕಾರ್ಡವಾಗ ಕಾರ್ಯಕರ್ಮ ತಾಕ	1	Change	Dates y may have this a new	
300	ese ese ese e		the el		•
		U SE NO. 2 PEN CIL ONLY			-
	# # # # # # # # # # # # # # # # # # #		IATH BLEMS	MATH FRA CTIC NS	
	10 18 1 SIAN, CO. 4.		NP IS	IX AMPLES	
	12 x 20 12 0 0 2			A D D D	
	THE STATE OF THE S	المستورة المبارية المراجعة المراجعية المراجعة المراجعة والمراجعة المراجعة والمراجعة والمراجعة والمراجعة		1 30 32 00 30	
	- I : Z = 1 = 7 = 7 =) ကောင္းစ	1	
	15 t = t 1 = t t =	1 1 2 2 2 2 3 2 3 2 3 2 3 3 3 4 3 4	ကေသသာလ	1 20 20 50 60	
	12 2 2 2 2 1 2 2 2 2 2) 3B CC (D	1	
	BITT ET 52		ය ආ නවන ආ	·	
				_	
	HE TET TET TE		(A) (C) (C)		
	-5 DET 188 18		တောင်း	• නෙලුවෙල න	
	11-F: FT. 10 FC 0 F	ြုံလည်းမှာ အသား လစ ာ ကာသော အသာ မေတောင	ေတာဘာလ	10000000	
	1, 3,500 HET 43			111 20 20 20 20 30	
	പാടത മെയാ പ്രമാന നേഷം			000000	
	100 \$ 300 000 000		B B B B B B	11 30 30 60 61	•
	11-0 23011130000		(C)		
	100 3 00 1 100 000 .	10 20 20 20 10 20 20 20 20 20		10 00 00 00 00	
	1-0 7 20 1100 000	11 A G C D D C 11 D C C C C C C	•	17 ၁၈ ၁၈ ၁၈ ၁၈	
	10 m 2 3000 11 100 10 00 000	· 四年の3日の · 3日の日日		1 B B B B B B B	
	100 0 pap 1000 000	• ∠a ac a ac a • • • • • • • • • • • • • •		10 30 000 00 00 00	
	han a sepa han a pas	10 30 50 50 50 10 50 50 50 50 50 50 50 50 50 50 50 50 50		၈၀ေတာကာ ေသ	
	THE TOTAL TENTO	11 27 00 00 3 00 11 00 00 00 00 00 00 00 00 00 00 00	,	!	
	ma sama naca pas				
		20日の B 3 CD 12 3 CD B CD			
	स क र क्या स क केक	11 A C C A C 11 . 1 C C A C A C A C A C A C A C A C A C A	•	1	
	20 C 2 T D N T D D D	കൊടുന്നത്തെയായ വേദ്യം വേദ്		Ŧ ·	
	2-3 DE 0 1 E D DE	11 00 00 00 00 00 00 00 00 11 11 11 11 1			
	14 to 3 to to 1 to 2 to 2 to	# 句字 10 立 cp 10 pp 10 pp			
	34 9 3 0 4 4 1 4 9 9 9 0	10 00 00 00 00 00 00 00 00 00 00 00 00 0	. 1.1		
	1. 1 3 3 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			,	
	11 2 3 4 6 0 1 1 C 3 1 A	31 年 日 日 日 日 12 日 日 日 日 日 日 日 日 日 日 日 日 日 日			
		1000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	` .		-
	अक्षा के अध्यात के अध्यात मा	1 C C C C C C C C C C C C C C C C C C C			
	1. c 20 cc 0 11 cc 0 20 cc 0 :	11 00 00 00 00 00 11 00 00 00 00 00 00 0	1.5		
	अध्यक्तिक का अध्यक्तिक				
	் மக்க வ படி க கக்க வ		İ		
	acord contractor				
	* 0 3 5 0 1 5 0 3 CD 0.		1		
	120260	-		•	
	HE T AE D	· · · · · · · · · · · · · · · · · · ·			
	माम द अवस्या		'	£,\$	
			,	-1	
	O SE D CHE	1	İ		
		100 B B B B B B B B B B B B B B B B B B	Ī		
	1	150000			,
	•	M ≈ 5 T ≪ ≈ 7 T T T T T T T T T T T T T T T T T T	, ,)	



GUMMED LABEL
USED FOR CAT TESTING IN GRADES 1-3

SPECIAL CODE Z = 0 1 2

A-1-21

INSTRUCTIONS PROVIDED TO JR. HIGH BUILDING TEST COORDINATORS

FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON CAT ANSWER SHEETS

COUNSELORS

REVIEWING STUDENT INFORMATION .
TO BE USED FOR CAT TESTING
IN JR. HIGH SCHOOLS

You should have:

- 3 copies of the Master Names List for each first period teacher (or advisor)
- I copy of the teacher instruction for each ceacher and for yourself

Here's what you do:

- Give each advisor (or first period teacher) 2 copies of his/her list, and 1 copy of the teacher instructions. (Keep 1 copy of each teacher's list for yourself, in case his other somies get lost)
- 2. Let the ceachers know when you want the corrected list (1 copy) returned to you. (1 would like to have the corrected lists returned to me by Monday, January 17.)
- 3. If you have any lists for a teacher named "UNKNOWN", you will have to determine which teacher(s) these students are assigned to, and arrange for these lists to be corrected, also. In these cases, make sure that the correct teacher's name and code are printed on the corrected list that is returned to me.
- 4. Collect the corrected lists back from the teachers, and return them to me by Morsday, January 17.

A-1-22

INSTRUCTIONS PROVIDED TO JR. HIGH TEACHERS FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON CAT ANSWER SHEETS

TEACHERS

REVIEWING STUDENT INFORMATION TO BE USED FOR CAT TESTING IN JR. HIGH SCHOOLS

Our records show that the students in the attached list are in your advisory.

This information will be printed and bubbled, by computer, on the CAT answer sheets that will be used this year. This new procedure will make the teating results more accurate and will aid in getting the CAT reports back to your school much earlier, if the information on this list is complete and accurate.

To make sure that the information is complete and accurate, we are asking you to review this list and note any problems.

Here's what you do:

1. Scan quickly: names grades, student numbers, etc., in the first group of studence.

Examine carefully: names, grades, student numbers, etc., in the second group of students. (Students in this second group are more likely to have missing or insecurate information.)

2. If a student is listed but is not in your advisory:

Draw a line through the entry .

3. If a student is assigned to you, but the information in some of the columns is incorrect or missing:

Print the correct information on the dashes to the right of of that column

4. If a scudent is assigned to you but is not listed:

List the student on the last page and fill in the information for that student under each column

Return the corrected list to your school counselor (even if there
were no corrections to make). Your counselor will tell you when
the list must be turned in.

You may keep the extra copy of the list, if you wish.

INSTRUCTIONS PROVIDED TO ELEMENTARY SCHOOL PRINCIPALS FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON CAT ANSWER SHEETS

AUSTIN INDEPENDENT SCHOOL DISTRICT Office of Research and Evaluation

February 18, 1977

TO:

Elementary School Principals

FROM:

Jim Watkins

SUBJECT:

: Review of Student Information for CAT Testing

Enclosed are 3 complete copies of the student information that will be computer-printed on the CAT answer sheets and labels to be used at your school during the CAT cesting next month.

The student information in this list should be eviewed carefully by your staff for accuracy and for completeness.

Any inaccuracies, or missing students, that are not detected and corrected now will still have to be corrected later by your staff, during or immediately after the testing. Furthermore, any schools which have a large number of such "last minute" corrections will experience a delay in getting their CAT reports and labels returned, since these late corrections will require special editing procedures at ORE.

Please arrange for these lists to be circulated among your teachers for review and correction. Enough teacher instruction sheets are enclosed so that each of your teachers will have a copy.

Insure that teachers return all lists to you, or to your counselor, in time to meet the deadline indicated below.

All lists which are received at ORE by Friday, March 4, 5:00 PM, will be processed and all necessary corrections, delations, and additions will be made.

Lists received after this date will also be accepted and processed, but but only if enough time remains for these corrections.

APPROVED:

Coordinator, Office of Research and Evaluation

APPROVED:

Director, Elementary Education

cc: each Area Director;

each Elementary Instructional Coordinator

INSTRUCTIONS PROVIDED TO ELEMENTARY SCHOOL TEACHERS
FOR REVIEWING STUDENT INFORMATION
TO BE PRESLUGGED ON CAT ANSWER SHEETS

TEACHERS

REVIEWING STUDENT INFORMATION TO BE USED FOR CAT TESTING IN ELEMENTARY SCHOOLS

Our records show that the students in the attached list actend your school. All students in the same grade are listed together. For each grade the students are listed in alphabetical order.

This information will be printed and bubbed, by computer, on the CAT answer sheets and gummed labels that will be used this year. This new procedure will make the testing results more accurate and will aid in getting the CAT reprots back to your school much earlier, if the information on this list is complete and accurate.

To make sure that the information is complete and accurate, we are asking you to review this list and note any problems.

liere's what you do:

- 1. Scan the student names and note eny of the names of students who are:
 - now in your class (of team or unit)
 . used to be in your class
 - a. If a student used to be in your class, but no 'onger is in your class or any other teacher's class at your school:

Draw a line through that student's name.

5. If a student is in your class but some of the information is incorrect:

Print the correct information in the space provided just to the right of where the incorrect information is printed.

The grade and student number are especially important and should be checked carefully.

c. If a student is in your class but some of the information is missing:

Frint the correct information in the space provided just to the right of where the information should have been printed.

If some of your students are not listed:

Print on the back of this instruction sheet, in the spaces provided, the student's name, number, and other information.

-]. After you have finished:
 - a. Turn in your instruction sheet (with students to be added printed on the back) to your principal or counselor.
 - b. Pass the computer listing on to the next teacher who must review it or, if you are the last teacher, return the computer listing to your principal or counselor.

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

$\Phi_{\mathbf{x}}(\mathbf{x},\mathbf{y})$. The second of $\Phi_{\mathbf{x}}(\mathbf{x},\mathbf{y})$ is the second of $\Phi_{\mathbf{x}}(\mathbf{x},\mathbf{y})$.
We put together this 16-point checklist which MAY help you. If you have a
specialized system for it, this one may just confuse you. However, the
testing has some tricky parts in it this year. Please let us know how much
help this thing is IF you use it at all. GOOD LUCK!
Test booklets should be delivered about I week before the testing
weak.
Inventory all test materials as soon as possible after they arrive.
How many test booklets do you have?
How many examiner's manuals do you have?
If you need more, call Mary Roden (458-1227) to get them. Do not
issue the test booklets to teachers until the day before testing
begins. Keep them in a secure place 'til them.
Preslugged answer sheets and blank answer sheets and test directions
erc. will be delivered about I week before the testing week also.
Slank answer sheets will be provided1 for each teacher + 20 more
per school. If you need more, call Mary Roden (458-1227).
GOOD MORNING FOUL ATIONAL

GOOD MORNING EDUCATIONAL TESTING SERVICE! THIS IS A RECORDING WHEN YOU HEAR THE ELECTRONIC SIGNAL YOU HAVE 30 SECONDS IN WHICH TO SIVE ANSWERS.

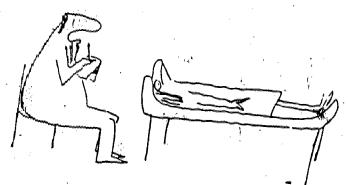


Junior High Counselor Testing Checklist 2-4-77

Figure A-1-10 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

- 2. Now, you should six down and read the beige sheet in the testing directions called <u>TESTING GUIDE '77</u>. This was designed for teachers, but a for of the information YOU need is there too. It is not repeated anywhere else.
- how to do the Special Circumstances Log and the Special Circumstances bubbling procedure on page 1 of the answer sheats.



"Your feelings of insecurity seem to have started when Mary Lou Gurnblats said, Maybe I don't have a learning disability - maybe you have a teaching disability: "

Distribute test materials to teachers:

- Test bookiets (DON'T give these out until the day before the testing! Keep a record of how many you give each teacher and check that number against the amount they bring back.)
- One Examiner's Manual.
- Preslugged ensuer sheets.
- One blank answer sheet per teacher (or more if you know they need more.)
- One Songial Circumstances Inc
- TESTING CUIDE '77 (beige sheet).

Figure A-1-10 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

n



"How many times must I tell you - it's 'eat' before 'temple' except after slave'."

- 5. ____ Give the test. (Small detail!)
- The LAST day of regular testing (NOT the following day!), receive the following materials from teachers:
 - . Tast booklets. (Be vary sure that the same number come back that want out. If there are any discrepancies; please let us know how many and to whom. We are going to re-inventory these ourselves for each school.)
 - . One examiner's manual.
 - . Any laftover totally blank answer sheets which do not have any prealugged or handbubbled marks on them.
 - . Answer wheets for students who took all the tests. This will be $STACK\ 1$.
 - . Answer sheets for students who were:
 - (a) exempt from the testing (special od or non English-speaking), or
 - (b) absent during all or part of the testing.

This stack is called STACK 2.

- . List of all scudents who did not take the tests (STACK 2 students) and the reasons why.
- . Special Circumstances Log.

NOTE: It is OK to mix answer sheets for grades 7 and S. A new computer program will take care of separating these.



INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

- To through all the answer sheets in STACK 1, being very sure that they are all stacked UP, facing the same way. This will be easy to check, because one of the corners of the answer sheet is clipped to sid in this task.
- deck the STACK I answer sheets for stray marks, messiness, double bubbles on page 1, etc., and either clean them up, or recopy all the information from the original answer sheet to a blank bne. (If it's torn, you'll HAVE to recopy all the information. For wrinkled up answer sheets, try an iron.) Throw away the damaged answer sheet after a good copy is made.
 - Now, using the teacher-made lists of students who are in STACK 2 (those who didn't take all or some of the teacs), go through all the STACK 2 answer sheets and mark the Special Code 2 on page 1 for the following two groups of students:
 - If the student was excluded from testing because he met the special education criteria, bubble Special Code 2 as "1", and put in STACK 1.
 - If the student was excluded from testing because he met the non English-speaking criterion, bubble Special Code 2 as "2", and put these also in STACK 1.

Don't do enything yet to the remaining STACK 2 answer sheets of students who took none or only part of the tests.

NOTE: If you're confused at this point, don't worry. Just follow this checklist exactly, and you'll come out of the maze at exactly where you want to be!



INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

Give the makeup tests, as necessary, to students with answer sheats still in STACK 2. Hear the enswer sheets up as you did in Step sh. How, put the enswer sheets of the makeup students who have taken at weet one part of the tests or more in STACK 1.

STACK 2 should now be very small. After the makeup teating, it contains only the answer sheets for those students who took none of the testing during either the regular testing or during the makeup testing. Bubble the Special Code 2 on page 1 as "0" on all these remaining answer sheets and add them also to STACK 1.

COUNTALOR



"Apparently, the only subject you're ever done well in is English Hey! You could become an Englishmen

- You should now have one HUGE STACK 1 and maybe a few leftcover blank
 Answer sheets. STACK 1 now contains all used answer sheets and
 "All answer sheets for which Special Code I is bubbled as 0, 1, on I,

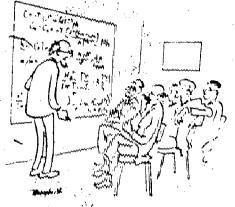
 (Be sure these are all facing the same direction—use the clipped corner to check.)
- These will be mysilable in the future if anyone wants to see WHY a studenc's test score was flagged as "possibly invalid."



INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS WOR CAT TESTING ACTIVITIES

Box up All the tenting booklets and nanuals and return them to ORE. Each box should have the school name printed LARGELY and CLEARLY of it. ORE while tentionatory all these materials and give each school credit for recurning all their booklets and requals (IF all day received))





The principal suid that he specifies tinden the innershame dust it will him in a suid him in a place the interpretation of the property of the innershame.

"And now we'll need hiftenine to more the bluektowerd. Who has only a master's degree?"

186

- 15. Sand us the same shace for your students. Server yet, bring as these tendent fragile things yourself to know 301 in Rellly Elementary That's the O.R.R. office.
- 16. Sitt down and bikek off your shoes. You'thoulk funtament it!

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL TEACHERS
FOR CAT TESTING ACTIVITIES

TESTING GUIDE - '77

for junior high 'schools

Auskin, Texas

C.R.E. No. 76-23

February, 1977

New graduation rules and the C.A.T.

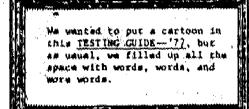
The ARSO School Board has see up two mew high achool graduation requirements.

Annihn students who will be sentors in 1978-79 or later must now demonstrate at board to reside the sentency" in board resident to graduate, or produce a letter signed by their parents parkingting them to graduate without demonstrating this level of skills.

The first opportunity that a student has to week this requirement is on the eighthighwish California Achievement Teats in reading and much. He or she can do this by according at the 50th percentile or higher on these tests.

This making the C.A.T. tests are much more two trant for eighth graders this year than in the past. Please explain this to your eighth grade students and encourage them to take the test sectionaly.

RY you have any other questions about than requirements (and you probably will!) himses eachool cousselor.



A barrel of fun?

Test monitoring:

You are probably just dying to know what your job will be during the testing periods. Right?

Some teachers and counselors have provided the following guidelines and suggestions:

- . Spread chairs as far apart as possible.
- Be sure students with hearing difficulties hear the directions.
- Move quietly around the room after each set of directions to observe whether students are following them correctly.
- . Allow students exactly the time allotted.
- Be present in the room during all testing periods. Leave only in case of emergency or if a relief person is in the room.
- Repeat test directions or rephrase instructions, if necessary, to ensure that students understand what is to be done.
- · Make wure students use /2 pencils.
- Do not rephrase a test question, explain what a word in a test question means, or read test items to students.
- * Kaep a "Special Circumstances Log" (see page 3) to record unusual student behaviors which may invlidate a student's test results.



INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL TEACHERS FOR CAT TESTING ACTIVITIES

Does everyone take the test?

there are outy two ceasons why a stud

γŧ

assumed from taking the C.A.T. tests:

- The student is in amuintegrated ... sell contained special education program, or the student spends at least two hours a day in the special education resource room.
- The student has transferred into AISD during the last year from a school district where the majority of his instruction was in a language other than English.

If you have students in your room who are in either of the above groups, you and your school counselor should make arrangements for them to be supervised elsewhere during the testing periods.

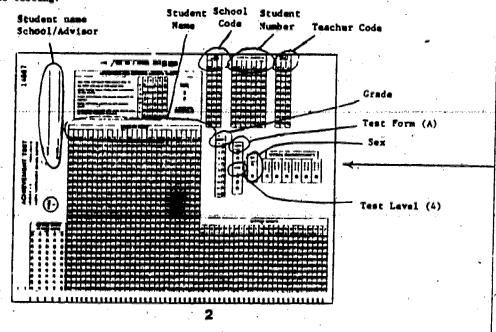
NOTE: Any student who will eventually be required to meet the two new high school graduation requirements in reading and math (including some of the students who may be excluded from the testing per the above two reasons) may wish to attempt the twst-even if they do fall into the above exemption categories.

What about students who don't have answer sheets?

Most of your students will have answer sheets with their ID information alres / preprinted and bubbled on it. However, you may have one or two students who do not have one OR the ID information is wrong OR their preprinted answer sheet has gotten damaged.

In these cases, you must fill out a new blank answer sheat for them to use. Your school counselor will provide you with these blank answer sheats.

The following 9 information fields must be filled out AND SUBBLED IN with a #2 pencil before the testing:



INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL TEACHERS FOR CAT TESTING ACTIVITIES

Something new: "Special Circumstances Logi

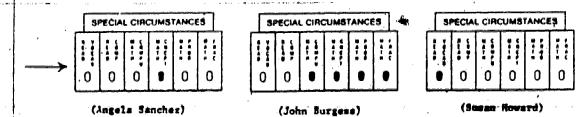
You should be tracting the testing periods to notice any unusual student behaviors which may cause invalid student test scores.

These behaviors should be recorded on a "Special Circumstances Log" which you will receive from your counselor. The following examples should illustrate the use of this log:

PROCTOR: Glynn Martin SCHOOL: Jackson Jr. High					
Math Basic Concepts	Broke her glauses. Can't read very well.				
All Math sections	Unknown problem, but has been moody and allent for 2 days.				
Reading Vocabulary	Looked on Mary White's answer sheet.				
Reading Vocabulary	Marked all answer A's on this section.				
	TEST(S) Math Basic Concepts All Math sections Reading Vocabulary				

After the testing, it is very important that you mark the proper Special Circumstances spaces on page 1 of these students! snewer sheets.

Below are some examples of how the above information should be coded on the answer sheets:



All these students' scores will be flagged with an asterisk (*) when they come back to the school and will be noted as "possibly invalid."

- 3

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL TEACHERS FOR CAT TESTING ACTIVITIES

When it's over...

- Check all student answer sheets for stray marks. Erase any obviously unincended marks.
- Mark the proper Special Circumstances bubbles on page 1 of the answer sheet for those students into exhibited unusual behaviors during the testing, indicating that their test scores may be invalid.
- 3. Turn in the following to your counselor:
 - . all test booklets and manuals,
 - . your Special Circumstances Log.
 - . all answer sheets for students who took all tests (STACK 1),
 - . all answer sheets for students who took only part or none of the tests including exempted students (STACK 2).
 - . all blank answer sheets.
 - a list of all your students who did not take the tests, and the reason why. Example:

	Joe Jones Susie Smith Jose Gonzales Callie Greer	Teut(s) Missed Math and reading, Math Hath and reading Reading	Reason Special Ed Absent Non English-speaking Absent
--	--	---	---

A quick quiz:

If you do not know the answers to the following questions, you should go back and review this TESTING GUIDE -- '77'. Otherwise, your students' test scores may be delayed or scored inaccurately.

- For what two reasons may a student be exempted from the CAT resting? (There are OMLY TWO!)
- 2. What do you do if a student in your class does not have a preprinted and bubbled answer sheet? What if it is torn? What if the student information printed on it is wrong?
- 3. What is a "Special Circumstances Log?" (What do you write on it?
- 4. What is the "Special Circumstances" space on page 1 of the answer sheet for?
- 5. What do you do with the unused preprinted answer sheets?
- 6. What do you curn in to your counselor after the tearing is over?

GENERAL INSTRUCTIONS PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

AUSTIN INDEPENDENT SCHOOL DISTRICT Office of Research and Evaluation March 22, 1977

Dear Building Test Coordinator:

Exclosed are some testing materials and directions which you and your teachers will need in order to do the California Achievement Testing in your school in an efficient and acquirate manner.

Included in this package are:

- . a green checklist for you to follow in overseeing the testing activities in your school. We think this checklist will make your job easier if you follow it.
- . a green teacher code list for you to fill out and use in essigning your teachers a teacher number.
- . enough copies for all your teachers of the teacher checklists, BEFORE the testing, AFTER the testing. We think that if teachers follow this checklist, their jobs during the next few weeks will be easier. Yellow for grades 1-3, blue for grades 4-6.
- . enough copies of the AISD testing directions for each teacher in your school. This is called <u>QUESTIONS & ANSWERS C.A.T.</u> test <u>directions for teachers</u>. The <u>guidelines were drawn up by a committee of elementary teachers and counselors from our district.</u> Yellow for grades 1-3, blue for grades-4-6.
- enough copies of the <u>Special Circumstances Log</u> for each of your teachers (colored gold).

The test booklets, and the special answer sheets and gummed labels that are to be used, will be mailed to you separately.

We hope that the testing in your school does go well this year. If you do experience any severe problems with the testing, please do not hesitate to call us (458-1227). We will be glad to do all we can to ensure that each school is able to carry out its resting activities in a standardized manner.

All testing materials should be returned to ORE by Wednesday, April 6, 5 PM

Jim Vetkine

APPROVED:

Freda Holley, Coordinator,

Office of Research and Evaluation

Enclosures



CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS
FOR CAT TESTING ACTIVITIES

Building test coordinator's CHECKLIST

BEFORE THE WEEK OF MARCH 28, 1977:

- 1. Inventory all CAT materials you have received. Ton should have:

 1. enough test booklets for all your students.

 2. enough pre-printed answer sheets for your students in grades 4-6, plus a few extra blanks?

 3. enough pre-printed paste-on labels for students in grades 1-3, plus a few extra ques.

 4. enough examiner's manuals for your teachers.

 5. at least one Shecisl Circumstances Log per teacher.

 6. BEFORE the testing: AFTER the testing (a checklist) for each teacher. Yellow for grades 1 3; blue for grades 4 6.

 7. QUESTIONS & ANSWERS C.A.T. Test Directions for Teachers. Yellow for grades 1 3, blue for grades 4 6.
- 2. Assign teacher code numbers to the teachers in your building. Fill out the attached teacher code list for your school. If your school does not have "homeroom" teachers to whom you wish the test scores to be sent, or if your students' cumulative folders are not kept in teachers roome, please call Jim Watkins at 453-1227 for additional instructions on assigning the teacher code numbers.
- 3. Tell the teachers in grades 4 6 what their teacher codes are. They should bubble these codes in the spaces provided for "teacher code" on she students' answer sheets. The purpose of this teacher code is so that students' test scores can be generated by the computer by homeroom. The homeroom teacher will then have all her/his students' records in one bunch when the scores come back from the computer.

Return your Teacher Code List to O.R.E. (Jim Watkins) by Friday, March 30, 1977.

For grades 4 and 5 only, you have been provided half the number of test booklete for all your students. This means you will have to schedule the testing for these two grades so that half the students are taking the reading tests while the other half are taking the mathematics tests.

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL
BUILDING TEST COORDINATORS
FOR CAT TESTING ACTIVITIES

* 1					-
4. Dist	ribute test ma	terials to teacher	s:		
. •	BEFORE the tes activities dur Blue for grade	ting, AFTER the tering the testing). 4 - 6.	ering (check Yellow for p	list of te grades 1 -	acher - 3;
	QUESTIONS 6 AN	SWERS - C.A.T. Test des 1 - 3; blue for	Directions grades 4 -	for Teach	<u>1878</u> .
<u>. </u>	One examiner's	manual.	<u>, , , , , , , , , , , , , , , , , , , </u>		
· · · ·	Pre-printed an	swer sheets (grades	4 - 6)	:	4 05
1	Pra-printed te	st labels (grades)	⊥ } 3) *	; ; ;	
	Special Circum	tances Log.			
	Test booklets.	DO NOT GIVE THESE TESTING.	OUT UNTIL A	DAY OR S	O BEFORE TH
, Explai	lY sure they un	guidelines and priderstand how to do	the Special	Circumst	ances Log
and se (These	ere all expla	Special Code Z ca sined in the teache BEFORE the testing	r bulletin,	QUESTIONS	s and answe
and se (These and ch Make a testin	e are all expla ne checklists, arrangements fo	ined in the teache BEFORE the teating r and communicate which have to be	r bulletin, . AFTER the to your teac	QUESTIONS testing.)	S AND ANSWE
and se (These and ch Make a testin	e are all explana checklists, arrangements for arrangements for arrangements	ined in the teache BEFORE the teating r and communicate which have to be	r bulletin, . AFTER the to your teac	QUESTIONS testing.)	S AND ANSWE
and se (These and ch Make a testin buildi	e are all explanations checklists, arrangements for arrangements arrangements arrangements (scheduling	ined in the teache BEFORE the teating r and communicate which have to be	r bulletin, .AFTER the to your tasc made for the	QUESTIONS testing.) hers any s testing s	S AND ANSWE
and se (These and ch Make a testin buildi	e are all explanations checklists, arrangements for arrangements arrangements arrangements (scheduling	r and communicate which have to be a space; etc.)	r bulletin, .AFTER the to your tasc made for the	QUESTIONS testing.) hers any s testing s	S AND ANSWE
Make a testin buildi THE END By Fri who ad have co	are all explanations of the FIRST day afternoon, ministered the completed BOTH the test bookle of a separate pi	r and communicate which have to be a space; etc.)	r bulletin, AFTEE the to your teach made for the PRIL 1, 1977; from each teach coklets for a ng parts of teach at them in la	desting.) hers any starting s	specific in your
Make a testin buildi THE END By Fri who ad have concern the testin testin	are all explanations checklists, arrangements for the service of t	r and communicate which have to be a which have to be a which have to be a space, etc.) WEEK OF TESTING (A) April 1, collect in tests, the test be the math and reading to for each teacher to know any purious and purious and the state of the math and reading to for each teacher to know any purious and the state of	r bulletin, AFTEE the to your teach made for the PRIL 1, 1977; from each teach collete for in and each late them in late in paper.	testing.) hers any statement in grandents where the tests. evel of terge envel	specific in your
Make a testin buildi THE END By Fri who ad have con Keep i test in the Check	are all explanations checklists, arrangements for the service of t	read on the tesche BEFORE the testing rand communicate which have to be a series of the math and reading to for each teacher to for each teacher tests, the test bothe math and reading, or wrap them in these test booklets.	r bulletin, AFTEE the to your teach made for the PRIL 1, 1977; from each teach collete for in and each late them in late in paper.	testing. hers any stasting st	specific in your

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

9. Send all groups of COMPLETED test booklets for grades 1 - 3 to Jim Watkins, Office of Research and Evaluation as soon as possible. We would like to have all these completed test booklats by 5:00 P.M. on April 1, if possible. Personal delivery will speed up the adoring and processing for your school. Our office is located in Room 101 of the Reilly Elementary School, just across the street from the Administration Building.

AT THE END OF THE MAKE-UP TESTING (NO LATER THAN APRIL 6):

- For make-up tests of students in grades 1, 2, and 3, do the same things you did after the end of the first testing week (see numbers 7, 8, and 9 above).
- 11, Collect from all teachers:
 - Examiner's manuals.
 - ____ Special Circumstances Logs.

From grades 1 - 3:

All test booklets and all test labels. Test labels for all students should be returned to O.R.E., regardless of whether they were rested or not.

Keep all the test booklets separated by <u>teacher</u> and by test <u>level</u>. These can be kept separate by wrapping the different packages up with string, in big envelopes, or in brown paper.

From grades 4. - 6:

- ___ All test booklets
 - All answer sheets. Answer sheets for all students must be returned to O.R.E., regardless of whether they were tested or not. Do not put paper clips or rubber bands on these answer sheets.

Don't include totally blank enswer sheets in this stack. Return them to O.R.E. in a separate stack.

12. File all the Special Circumstances Logs in a central location. These will be available in the future if anyone wants to see WHY a student's test score was flagged as "possibly invalid."



CHICKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

13. Now up all the testing booklets, manuals, answer sheets, and test labels and return them to O.R.E. (Room 301, Reilly Elementary School)

Each box should have the school name printed LARGELY and CLEARLY on it. O.R.E. will re-inventory all these materials and credit such school for returning all the test materials (IF all are received!)

14. Sit down and relax. It's over!

TESTING "HOTLINE": 458-1227

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL FUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

BETURN THIS LIST TO O.R.E

TEACHER CODE LIST

DEAR BUILDING TEST COORDINATOR:

PLEASE ASSIGN ALL THE TEACHERS IN YOUR SCHOOL A THREE DIGIT TEACHER CASE.

THE PURPOSE OF THESE CODES IS TO ENSURE THAT WHEN O.R.E. SCORES THE TESTS BY COMPUTER, ALL THE STUDENTS SCORES AND PRINTOUTS AND LABELS WILL COME BACK BY HOMEROOM. THIS WILL MAKE THE ENTERING OF THE TEST SCORES IN CUMULATIVE FOLDERS MUCH EASIER AT THE CLASSROOM LEVEL.

	g).	
001		02
002		02
003		023
004		024
005		025
006		026
007		027
800		028
009		029
010		030
011		031
012		032
013		033
014		034
015	•	035
016		036
017		037
018		038
019		039
020		040



CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 1-3 FOR CAT TESTING ACTIVITIES

BEFORE the testing

teachers grades 1-3

- Pick up your pre-printed student test labels from your principal or counselor.
- Make test labels for any students for whom O.R.E. did not supply a preprinted test label. Your principal or counselor has blank test labels you can use for this purpose.
- 3. Write your name in the space marked "Teacher on all the students' test labels (both the pre-printed and offee you made up yourself.)
- 4. Identify the students who are to be exempted from the testing. (See the Questions & Answers bulletin for details on this.)
- 5. Mark the exempted students' test labels with the appropriate Special Code 2 as "I" or "2". (Save these labels to turn in to O.R.E. along with all other test materials. See the <u>Questions & snavers</u> bulletin for information on how to mark the Special Code Z area.)
- Stick the label for each unexampted student on a test booklet for their grade level: Grade 1 - <u>level I</u>; grades 2 and 3 - <u>level 2</u>.
- Make arrangements for the exempted students to be supervised outside of your room while you are giving the tests.
- 8. Get a watch or clock with a second hand.
- 8. Obtain or make a sign to hang on your door eaying, "Testing, do not disturb!"
- 10. Have scratch paper ready for students to use on the math sections of the test.
- 11. Pick up your test materials from your principal or counselor.
 - . One Examiner's Menual
 - . Special Circumstances Log (attached to this packet)
 - . Test booklets (do you have enough?).
- 12. Study the Examiner's Manual and the test guidelines until you are SURE you can give the test correctly and essily.



CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL TEACHERS
IN GRADES 1-3
FOR CAT TESTING ACTIVITIES

AFTER the testing

grades 1-3

ON APRIL 1. 1977. AFTER ALL THE REGULAR TESTING IS DONE. PLEASE DO THE FOLLOWING

FOR THOSE TEST SOOKLETS OF STUDENTS WHO HAVE COMPLETED ALL THE TESTS

- 1. Circle the proper Special Circumstances codes on the test labels for those students who exhibited unusual behaviors during the testing, indifferent their test sources may be invalid.
- Check all test booklets for stray marks. Eraba any OBVIOUSLY unintended marks by students.
- 3. DOUBLECHECK all your special coding. Have you coded in all the test labels with your name where it says, "Teacher______"?
- 4. Turn in to your principal or teacher all test booklets (with paged-on labels) for these suidents who have taken all the tests. Keep the booklets apparated by teacher and by twee level:
- 5. At this time, also turn in to your principal or counselor all student test labels for exempted students who did not take the tests.

ON APRIL 6. 1977, AFTER THE MAKE-UP TESTING IS DONE, PLEASE DO THE FOLLOWING:

- 6. For all invexempted students who took NONE of the tests, circle the Special Code Z on the test label as "O".
- 7. For the test booklets and labels you still have of students who took part or all of the tests, do the same things you did in #'s 1-5 above.
- 8. Turn in the following materials to your principal or counselor:
 - All remaining test booklets and pasted-on labels for students who took all or part of the tests or who should have taken the tests Keep them separated by teacher and by test level.

 Examiner's Manual.
 - . Special Circumstances Log.

NOTE: All test materials are due back in O.R.E. (Room 301, Reilly) by April 6.

1

QUESTIONS & ANSWERS

C.A.T. TEST DIRECTIONS FOR TEACHERS IN GRADES 1 - 3. - O.R.E. PUBLICATION NO. 76-25.

WHAT'S NEW ABOUT THE TESTING THIS YEAR?

In the past, teachers have been required to write their students' names and other interpretation on their test booklets.

This year, O.k.E. is providing stick-on labels on which this information has already been printed. These labels should be peaked outo the front of each student's cast booklet.

Jim Watking at O.R.E. says, "Quite frankly, we do not know yet if these new labels will work out better than the old diched of teachers writing out the student information by heat."

The advantages of the new labels are ther:

- . Teachers will got the serves back quicker.
- . Teachers will not have to do as much writing as in the past.
- . Q.H.E. can do a bester bookkooping jab of who is most casted and why.

The disadventage is:

 Teachers must be very, very careful to follow directions.

Watking says he yould like to hear from as many teachers as pessible about the new information labels. His address is low 79, Administration Building,

Nors information aloug the use of these student labels is given on the other side of this bulletin.

DOES EVERYONE HAVE TO TAKE THE TESTS?

No. But there are only three reasons why a student in grades 1 - 3 may be excused from taking the C.A.T. tests:

- The student spends more than an hour a day in the special education resource room or he or she is in the self-contained special education room.
- . The scudent has transferred into AISD during the last year from a school district where the majority of his instruction was in a language other than inglish.
- The student receives the major portion of his or her instruction in Spanish each day. (This excepted estective applies to students in grades 1 and 2 only.)

If you have students in your room who fall into any of the above three groups, you and your counselor or principal should make arrangements for them to be supervised elsewhere during the testing periods.

MHAT SHOULD I DO WITH EXEMPTED STUDENTS' LABELS?

The labels for all your executed students must be turned back in to O.S.E.

Till must identify those 'axempted students' labels in the following manner,

After appropriate feerial Coin I on the labels should be selfited as:

- "1" if the student met the special education enemption extender.
- "2" if the student met the foreign language exemption dategory.
- "" if the student receives the major portion of his instruction in Spanish each day (applies to grades I and I maly).

It is very important that this importal Code I be circled on all students' labels who were encourted from the tention!

MAY I TEST A STUDENT WHO COULD BE EXEMPTED?

the exemption categoring were established to provide a uniform policy for exempting students for whom the testing would provably be a devastating experi-

If you believe, however, this there is some value in testing this particular student, you cortainly may do so.

SOMEVER, TOU MUST circle the <u>Special Code Z</u> on the student's label as you would if this student had not taken the test and you hid applied the exemption category that the student met.

TOO MUST ALSO score this sculent's test yourself and record the scores in your own records. (You will find the asswers in the back of the imminer's Hannel.)

You make return the label to O.R.E. O.R.E. will not re-weste this student's test booklet. His or her scares will not be included in your class's or school's test score printouts.

TESTING "HOTLINE" NUMBER

468-1227

CALL THIS NUMBER FOR ANSWERS
TO YOUR UNANSWERED QUESTIONS.

6.5

GENERAL GUIDELINES PROVIDED TO CLERENTARY SCHOOL TEACHERS IN GRADES 1-3

CAT TESTING ACTIVITIES

when sadullo the testing be done?

The teating should estum the west of March 28 -April 1, 1977. Tuesdays through fridays are senridered the best testing days. Try to sould beadays.

All makeup enous should be given useds the same standardises conditions as the regular traviles. Nahoups must be fidialed by April 4:

The flabshary Tenting Countries line pair recumulate the following enhances for energing in grades 1 - 3i

Tiras exada:

Day 1 - Randing volubulary Day 2 - Randing despression Day 3 - Math completes

Bay & - Math concepts and proble

ferent and third aradas:

Day 3 - Mach someopen and proble

WHAT IF A LABEL IS TORN OR DAMAGED?

SHAT IF THE INFORMATION ON: THE LABEL IS MACKET

WHAT IP DIR.E. DID NOT MAKE A LABEL FOR A STUDENT?

to all these capes, you must miss a new year label for your students. The can settle a biggs label from either your permittings or semantics.

When making up now labels, you must till is and bubble all the information shows in the f below. There are five fields to fill in. bubble all the information she

SON-184 TENOVER Brown Selly CHACE STUDENT NO. 31144/7 STUDENT NAME - JEANS SPEC CIRC -SPECIAL CODE Z -/

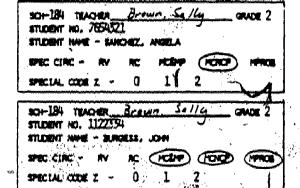
HOW DO I USE THE "SPECIAL CIRCUMSTANCES LOG"?

You should be alert during the testing periods to beside any unusual student behaviors which may sause levelle student toss corres,

These behaviors should be reserved on a Special Sirvenscenses log which is in your should peaked. The following emerging should illustrate the ube of this log.

SPROJAR CINCURSTANCES LOG						
Teacher: faily lynny School: factors						
STIPPET	7287	SPECIAL CIRCUSTANCES				
Amgela Samahaa	Hach someopes	Broke Bor glasses. Can't feed wall.				
John Burguss	All math postions	Uniques problem, but has been solly and eilent for 2 days.				
Susan Howard	tending vendulary	Looked on Hery White's				

brown, coded this information on the students' cour Labelus



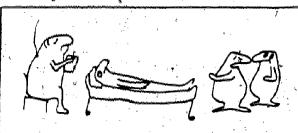
All those students' scores will be flagged with an asteriak (") when they come back to the scho will be noted as "possibly invalid sucres"

WHAT IF A STUDENT TAKES NONE OF THE TESTS

If a student was not eximeted from the takes, vet he or she took NONE of the C.A.T. tests, you should bubble in Special Code Z on his cout label as

This means that he or she was absent during both the regular testing periods and all the makeup periode.

All these students' test labels must be returned to 0.R.R. with the Special Code $\mathcal I$ ("O") clearly circles



th, who jume finished the C.A.T. testing and the sekeups and the teather codes and the special circumstances codes and the special



CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 4-6 FOR CAT TESTING ACTIVITIES

BEFORE the testing

17.11.0

grades 6-8

- 1. Pick up pre-coded enswer sheets from your principal or, counselor.
- 2. Get your three-digit teacher code from your principal or counselor.
- 3. Make answer sheets for any students for whom O.R.E. did not supply a pre-coded answer sheet. Your principal or counselor has blank answer sheets you can use for this purpose.
- 4. Bubble in your three-digit teacher code on all your students answer sheets both the pre-printed ones and the hand-bubbled ones.
- 5. Identify the students who are to be exempted from the testing (See the testing guidelines for details on this.)
- 6. Mark the exemiced students' answer sheets with the appropriate Special CodeZ is "1" or "2". (See the testing gualelines for details on this.)
- 7. Make arrangements for the exempted students to be supervised outside of your room while you are giving the tasts.
- 8. Get a watch or clock with a second hand.
- 9. Obtain or make a sign to hand on your door saying 'Testing,' do no disturb."
- 10. Have scratch paper ready for the students to use on math sections of the tests.
- 11. Pick up your test materials from your principal or counselor:
 - One Examiner's Manual
 - Special Circustances Log
 - Test Booklets
 - Count them. Do you have enough?
 - Check the test booklets for pencil marks. Erase any marks you find!
- 12. Study the Examiner's Manual until you are SURE you can give the test correctly and easily.



CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL TEACHERS
IN GRADES 4-6
FOR CAT TESTING ACTIVITIES

AFTER the testing

grades 4–6

- After the make-up testing is done, for all students who took none of the "Al substest, bubble in the Special Code I as "O".
- Mark the proper Special Circumstances bubbles on page 1 of the answer sheet for those students who exhibited unusual behaviors during the testing, indicating that their test scores may be
- Theck all student answer sheets for stray marks. Erase any OBVIOUSLY unintended marks.
- 4. Doublecheck all your special coding and bubbling. Have you coded in:
 - All answer sheets with your three-digit teacher code?
 - All necessary Special Circumstances codes?
 - .. All necessary Special Code Z's ("I", "2", and "0")?
- 5. Co through all your students' test booklets. Make sure you errase any pencil marks made during the testing in your room,
- 6- Turn in the following materials to your principal or counselor:
 - ATT to Mor book lets.
 - A Manual
 - Circumstances Log.

Wil your students' answer sheets. This includes the answer sheets for exempted students, with the Special Code 2 marked set "1" if special ed and "2" if foreign language. This also postudes students who took none of the tests (Special Code Z is marked as "0"). Do not put paper clips or rubber bands on these answer sheets.

All totally blank answer sheets (in a separate stack).

NOTE: All test materials are due back in U.R.E. (Room 301, Reilly) by April 8, 1977.





GENERAL GUIDELINES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 4-6 FOR CAT TESTING ACTIVITIES

ANSWERS QUESTIONS

C.A.T. TEST DIRECTIONS FOR TEACHERS IN GRADES 4 - 6. O.R.E. PUBLICATION NO. 76-24.

WINT'S NEW ABOUT THE ANSWER SHEETS?

This year your students will take the C.A.T. on specially prepared answer sheets. These answer sheets already have your students' names and other information written and bubbled on them.

Jim Warkins at O.R.E. says. "Quite frankly, these new answer sheets have both advantages and disad-vantages." The advantages are the:

·Teachers will get the scores back quicker.

teachers will not have to do as much writing and bubbling of answer sheets as in the past.

O.R.E. can do a better bookkeeping job on who is not tasted and why.

The disadvantages are:

· Teachers must be very; very careful to follow directions.

Warkins says he would like to hear from as many teachers as possible about the new answer sheets. His address is 30x 79, Administration Building.

WHEN SHOULD THE TESTING BE DONE?

10

The testing should occur the week of March 28 April 1, 1977. Tuesdays through Fridays are considered the best testing days. Try to avoid Mondays.

All makeup exams should be given under the same standardized conditions as the regular testing Makeups must be finished by April 5.

The Elementary Testing Committee last year reco mended the following schedule for testing in grades 1 - 6.

First grade:

Day 1 - Reading vocabulary
Day 2 - Reading comprehension

Day 3 - Mach computation

Day 4 - Math concepts and problems

Day 1 - Reading Day 2 - Hath computation

Day 3 - Math concepts and problems

Tourth and fifth grades did specific schedule was prescribed.

1.

Sixth grade:

Day 1 - Reading OR math

"" 1 - (The other test)

TESTING "HOTLINE" NUMBER:

.458-1227

CALL THIS NUMBER FOR ANSWERS

TO YOUR UNANSWERED QUESTIONS.

DOES EVERYONE HAVE TO TAKE THE TEXT?

No. But there are only two reasons why a student in grades 4, 5, and 6 may be excused from taking

The student spends more than an hour a day in the special education resource room or he or she is in the self-contained special

The student has transferred into AISD during the last year from a school discrict where the majority of his instruction was in a language other than English.

If you have students in your room who are in either of the above two groups, you and your counsalor or principal should make arrangements for them to be supervised elsewhere during the testing periods.

WHAT SHOULD I DO WITH EXEMPTED STUDENTS! ANSWER SHEETS?

remiced studings enguer sheets must be turned is buck in to O.R.E.

You must identify these exempted students' answer sheers in the following medner:

The <u>Special Code Z</u> (bottom right hand area on page 1 of the answer sheets) should be bubbled.

"i" - if the student met the special education exemption category.

"I" of the student met the foreign language exemption category.

IT IS VERY IMPORTANT THAT THIS SPECIAL GODE Z BE BURBLED IN ON ALL STUDENTS' ANSWER SHEETS UNO WERE EXEMPTED FROM THE TESTING:

MAY ! TEST A STUDENT WHO CTULL BE EXEMPTED?

The eresption categories were established to orovide a uniform policy for exampting students for whom the centing would probably be a devastating exper-

If you believe, however, that there is some value in testing this particular student, you certainly may do so.

BOWEVER, YOU HUST bubble in the Special Code I on page 1 of the student's answer sheet as you would if this student had not taken the test and you had applied the exemption category which applian.

YOU MUST ALSO score this student's test yourself and record the scores in your own records. (You will find the anguers in the back of the Examiner's Magual.)

You must return the answer sheet to O.R.E. O.R.E. will not re-sours this student's answer sheet. His or her scores will not be included in your class's or school's test score printouts.



HOW DO I USE THE "SPECIAL CIRCUMSTANCES LOG"?

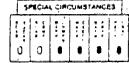
You should be alert during the testing periods to notice any unusual student behaviors which may cause invalid student tast scores.

These behaviors should be recorded on a Special Circumstances Log which is in your testing packet. The following examples should illustrate the use of this log.

SPECIAL CIRCUMSTANCES LOG					
Proctor: 6	lynn Martin	SCHOOL: Heles			
STUDERT	7257(5)	SPECIAL STREETSTANCES			
Angela-Senches	Math Masic Concepts of	State her glasses.			
John Burgess	All moth	Unknown problem, but has been moody and allest for 2 days.			
Susan Boustd	resting	Looked on Mary White's answer sheet.			
Joe Seacer	Reading vocabulary	Marked all answer A's on this section.			

Below are some examples of how the above information should be coded on page 1 of the students' answer sheets;

SPECIAL CIRCULATIANGEN					
	-	***			
0 0	a	•	ò	O	



Vogela Sanches

John Burgess

All these students' scores will be flagged with an asteriak (*) when they come back to the schools and will be noted as "possibly invalid scores."



WHAT IF A STUDENT TAKES NOWE OF THE "ESTS?

If a student does hell take ANY of the C.A.T. tests, you should bubble impospecial Code Z on his answer sheet as "O".

All your answer sheats must be returned to 0.R.E., including the answer sheats of students who took none of the teats.

WHAT IF AN ANSWER SHEET IS TORN OR DAMAGED?

WHAT IF THE INFORMATION ON THE ANSWER SHEET IS WRONG?

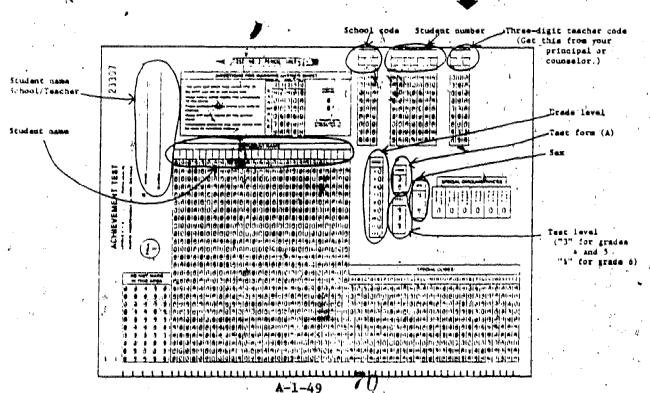
WHAT IF O.R.E. DID NOT MAKE AN ANSWER SHEET FOR A STUDENT?

In all these cases, you must make a new answer sheat for your students. You can obtain a blank answer sheet from either your principal or counselor.

When making up new answer sheets, you must fill in and bubble all the information shown in the figure , below: There are nine fields.

Do not "change" any preprinted information. The computativill not be able to understand this correction. If there are any problems at all with an answer sheet, a whole new answer sheet must be made.





EXAMPLE OF SPECIAL CIRCUMSTANCES LOG USED IN JR. HIGH SCHOOLS

		SPECIAL CINCLES	TANCES LOG	7
	PROCTOR:		SCHOOL:	
	STUDENT	TEST(5)	SPECIAL CPROUNSTANCES	
	·			
				ı
		•		
	4	,		≕,
,			,	
				١
,	,			
	•	,	r a	
· 1022	•		134	
			4	•
	•		With the second	•
			•	
			•	
	. 4,	r)		
	· ·		N 1	
			; <u> </u>	

AVERAGE PERCENT CORRECT

1st GRADE SKILLS AREAS CALIFORNIA ACHIEVEMENT TESTS 1975-76 and 1976-77

•			A
Skills Area	Average Perc	ent Correct	"Gain" or "Loss"l
Sentence-Picture Association	98%	98%	0
Beginning Sounds	81%	81%	0
Ending Sounds	88%	88%	a d
Letter Recognition	96%	96%	0
Word Form	87%	86%	-1
Picture-Word Association	74%	74%	0
Word Recognition	827	827	o o
Words in Context	46%	46%	. , 0 .
Addition-Vertical Format	79%	79%	0
Subtraction-Vertical Format	68%	70%	+2
Addition-Horizontal Format	76%	84%	+6
Subtraction- Horizontal Format	65%	84%	+19
Math Concepts ²	71%	70%	-1
Math Problems ²	67%	66%	-1
	Sentence-Picture Association Beginning Sounds Ending Sounds Letter Recognition Word Form Picture-Word Association Word Recognition Words in Context Addition-Vertical Format Subtraction-Vertical Format Addition-Horizontal Format Subtraction- Horizontal Format Math Concepts 2	Sentence-Picture Association Beginning Sounds Ending Sounds Ending Sounds Letter Recognition Word Form Picture-Word Association Word Recognition Words in Context Addition-Vertical Format Addition-Vertical Format Addition-Horizontal Format Addition-Horizontal Format Subtraction- Horizontal Format Math Concepts 2 712	1975-76 1976-77 1976

The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".



A-1-51

AVERAGE PERCENT CORRECT

2nd GRADE SKILLS AREAS CALIFORNIA ACHIEVEMENT TESTS 1975-76 and 1976-77

CAT Test	Skills Area	Average Perc	ent Correct	,"Gain" or "Loss" ¹
Reading Vocabulary	Word Recognition	88%	39%	+1 ,
Vocability	Words in Context	66%	, 68%	+2 .
	Alphabetizing	50%	52%	+2
Reading Comprehension	Table of Contents & Index	53%	56%	+3
	Facts, Interpretation, Generalization, and Inference	60%	63%	+3
	Addition N. V. A. C. C. C. C. C. C. C. C. C. C. C. C. C.	~ 86%	86%	no change
	Subtraction	82%	83%	+1
Math Computation	Multiplication	527	61%	+9
	Division	36%	49%	+13
Math Concepts	Math Concepts ²	68%	70%	+2
Math Problems	Math Problems ²	54%	56%	+2

The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills.

However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".

AVERAGE PERCENT CORRECT

3rd GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1975-76 and 1976-77

, 				
CAT Test	Skills Area	Average Perc	ent Correct	"Gain" or "Loss"l
Reading Vocabulary	Word Recognition	93%	94%	+1
vocabulary	Words in Context	78%	,80%	+2
	Alphabetizing	64%	64%	no change
Reading Comprehension	Table of Contents & Index	66%	67%	+1
	Facts, Interpretation, Generalization, and Inference	75%	76%	+1
	Addition	91%	92%	+1
Math	Subtraction	89%	,90%	+1
Computation	Multiplication	85%	88%	+3
,	Division ,	71%	79%	+8
Math Concepts	Math Concepts ²	79%	80%	+1
Math Problems	, Math Problems ²	67%	69%	+2
	<u></u>			

The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".

Figure A-1-22

4th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1975-76 and 1976-77

CAT Test	Skills Area	Average Percent Correct		"Gain"	
CAI TEST	Sallis Mea	1975-76	1976-77	or "Loss"1	
,	Reference Skills	74%	77%	+3	
	Pacts	68%	70%	+2	
Reading Comprehen s ion	Interpretation	55%	58%	+3	
Completenation	Relations	33%	34%	+3	
	Generalization	39%	40%	+1	
	Inference	42%	44%	+2	
, è	Addition of Integers .	75%	76%	+1	
	Subtraction of Integers	70%	71%	+1	
	Multiplication of Integers	54%'	58%) +4	
Math	Division of Integers	40%	447	+4	
Computation	Addition of Fractions	35%	35%	0	
· ·	Subtraction of Fractions	44%	45%	+1	
	Multiplication of Fractions	16%	16%)	0	
	Division of Fractions	22%	24%	+2	
No.	Addition	53%	55%	+2	
Math Problems	Subtraction Multiplication Division	60% 39% 44%	62% 40% 47%	+2 +1 +3	

The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.



Figure A-1-23

5th GRADE SKILLS AREAS CALIFORNIA ACHIEVEMENT TESTS 1975-76 and 1976-77

,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
CAT Test	Shills Area	Average Perc	ent Correct	"Gain" or "Loss"1	
	Reference Skills	82%	82%	0	
	Facts	77%	77%	0	
Reading	Interpretation	65%	66%	+1	
Comprehension	Relations	39%	40%	+1	
, ,	Generalization	47%	47%	0	
	Inference	48%	49%	+1	
	Addition of Integers	82%	83%	+1	
ET .	Subtraction of Integers	79%	80%	+1	
Math	Multiplication of Integers	69%	71%); 3	
Computation	Division of Integers	56%	58%	+2	
	Addition of Fractions	46%	47%	+1	
	Subtraction of Fractions	55%	56%	半主	
	Multiplication of Fractions	24%	25%	+1	
ė,	Division of Fractions	28%	31%	+3	
Math Problems	Addition Subtraction Multiplication Division	637 707 497 557	642 702 492 562	+1 0 0 +1	

The "Gain" or 'Loss' is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

Figure A-1-24

6th GRADE SKILLS AREAS CALIFORNIA ACHIEVEMENT TESTS 1974-75 THROUGH 1976-77

		<u>'</u>			"Caip" o	"Loss"
CAT Test	Stills Area		Percent		1974-75 to	1975-76 to
		1974-75	1975-76	1976-77	1976-77	1976-77
	,					*** .
	Reference Skills	69#	73%	73%	+4	no change
	Facts	58%	62%	62%	+4	no change
	Interpretation	43%	46%	46%	+3	no change
Reading Comprehension	Relations /	40%	43%	42%	 	-1
, .	Ceneralizations	31%	33%	33%	+2	no change
	Inference	53%	56%	57%	./- +4	+1
	Addition of Integers and Fractions	40%	47%	47%	+7	norchange
Math	Subtraction of Integers and Fractions	45%	53%	53%	+8	no change
Computation	Multiplication of Integers and Fractions	35%	41%	44%	+9	/ +3
	Division of Integers and Fractions	25%	30%	35%	+10	4 5
	Subtraction	.37%	43%	38%	+1	- 5
Math Problems	Multiplication	37%	42%	42%	+ 5	no change
rroblems	Division	26%	31%	29%	√ -3	-2

The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

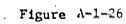
AVERAGE PERCENT SQRRECT

7th GRADE SKILLS AREAS CALIFORNIA ACHIEVEMENT TESTS 1974#75 THROUGH 1976-17

,	<u>(M</u>	*)#,			<u> </u>
۱		/	Averso	e Percent	Correct	"Gain" c	r "Loss"1
	CAT Test	Skills Area	1974-75	1975-76			1975-76 to 1976-77
in in		Reference Skills	7.5%	76%	76%	+1	no change
	The sales	Facts	65,7	66%	66%	+1	no change
	Reading	Interpretation	517	52%	51%	po change	-1
	Comprehension	Relations	47%	47%	47%	no change	no change
	* 1, 1	Generalization	3.7% 3	38%	38%	+1	no change
	*** *** *** *** **** **** **** **** ****	Inference	617	61%	61%	no change	no change
ŀ		Addition of Integers	p X			*	
		and Fractions	48%	54%	54%	+6	no change.
¢		Subtraction of Integers	ļ,	'			
]	Math Computation	and Fractions	53%	58%	59%	+6 🦔	+1
	Computation	Multiplication of					
	<i>-</i>	Integers and Fractions	45%	49%	50%	+5	+1
	1.1	Division of Integers	' Real'				
Į,		and Fractions	34%	39%	43%	* +9	+4
		Subtraction	47%	48%	44%	-3 >	-4
	Math Problems	Multiplication	46%	47%	47 %	+1	no change
		Division	35%	37%	36%	+1,+	-1

The "Gain" or "Loss" in 1976-77 - average percent correct in 1976-77 -

75



Seh GRADE SKILLS AREAS CALIFORNIA ACHIEVEMENT TESTS 1974-75 THROUGH 1976-77

			1,7		110-4-11 -	11= 11-1
CAT Test	Skills Area	1974-75	e Percent 1975-76	1976-77	1974-75 to 1976-77	r "Loss" ¹ 1975-76 to 1976-77
	Reference Skills	80."	31%	80%	no change	-1
	Facts	70%	71%	7 3%	+3	+2
Reading	Interpreta61on	5.7%	59%	59%	+2.	no change
Comprehension	Relations	53%	54%	54%	+1	no change
	Generalization	42%	43%	43%	1 +	change
	Inference	67%/	67%	69%	27	+2
	Addition of Integers and Fractions	59%	61%	627	+3	+1
Math Computation	Subtraction of Integers and Fractions	67%	64%	66%		+2
	Multiplication of Integers & Fractions	56%	587	60%	+4(+2
	Division of Integers and Fractions	46%	49%	52%	+6	+3
	Subtraction	55%	56%	51%	-4	-5
Math Problems	Multiplication	~55%	56%	57%	+2	1
	Division	43%	45%	44%	' +1 "	∞ −1

¹ The "Gain" or "Loss" is computed as average percent correct in 1976-77 average percent correct in 1975-76.

APPENDIX A CALIFORNIA ACHPEVEMENT TEST

Part 2 (Evaluation Questión 1-2)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer Evaluation Question 1-2, stated below:

In which basic skills areas is student achievement the lowest? In which is it the highest?

PROCEDURE:

Data Collection. The method of data collection and its consequences has already been described in Part 1 of this appendix.

Analyses. The basic data that is considered in this part of the appendix is the "average percent correct" computations for each of the CAT skills areas, based on the 1976-77 administration. Inherent differences in the difficulty levels exist among the test items in the different skills. To adjust for these varying differences, the basis for comparing achievement among the skills is the differences between the districtwide average percent correct and the norming group average percent correct.

Within each grade and for each CAT test, a rank ordering of these differences for the component skills provides the information that is needed to identify the skills with the lowest achievement and with the highest achievement.

An explanation can be provided for why the average percent correct, tather than the median percent correct is utilized in this part of the appendix.

The median statistic is typically used in this report. However, it was noted above that in order to adjust for different difficulties in the various skills areas, the difference in the districtwide average percent correct and the national norming sample average percent correct was utilized. The characteristics of the median statistic and the mean statistic are different in some respects, and a combination of the two might have created some problems in interpreting the results. Since the publisher provides only average percent correct statistics, it was decided to summarize the districtwide data in this same manner.

FINDINGS:

Figures A-2-1 through A-2-8 detail the specific results by grade for Grades 1-8. Because of the large amount of detail, these results cannot be verbally summarized in any convenient manner. Interested AISD personnel are encouraged to inspect these tables on their own.

Pigura A-Z-1

AVERAGE PERCENT CORRECT

CALIFORNIA ACHIEVEMENT TESTS DISTRICTVIDE (1976-77) AND NATIONAL NORMS

Sersiance-Picture Alenciation Reginning Sounds Rading Sounds Rading Sounds Reding Sounds Red 122 Red 102 Red 1		CL T	Cent Corre	Avarage Par	Stille Area	CAT Test
Semication 98% 9%% Reginning Sounds 81% 72% Ending Sounds 88% 76% Reading Letter Recognition 76% 89% Word Form 86% 74% Ricgure-Sord 86% 74% Word Recognition 74% 62% Words in Context 46% 31% Addition-Vertical Format 79% 70% Subtraction-Vertical Format 70% 54% Addition-Horizontal 84% Subtraction-	LPFERENCE	Norm	desional	Districtivide		
Reading Sounds 81% 72% Ending Sounds 88% 76% Reading Vocabulary Latter Recognition 76% 89% Word Form 86% 74% Recognition 76% 62% Word Recognition 76% 62% Words in Context 46% 37% Addition-Vertical 79% 70% Subtraction-Vertical Format 70% 54% Computation Addition-Horizontal Format 84% Subtraction-		,	and a	, Ye	Semience-Picture	. #
Red ing Sounds 88% 76% Redding Vecabulary Letter Recognition 76% 89% Word Form 86% 74% Richart-Word Association 74% 62% Word Recognition 82% 70% Words in Context 46% 37% Addition-Vertical Format 70% 54% Math Computation Addition-Norizontal Format 84% 60% Subtraction—Subtrac	+1		977	9 8%-	Association	19 1 20 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Reading Vocabulary Word Form 86% 74% Word Form 86% 74% Miceure-Word 86% 74% Word Recognition 82% 70% Words in Context 46% 37% Addition-Vertical Format 79% 70% Subtraction-Vertical Format 70% 54% Computation Addition-Horizon tall Format 84% 60% Subtraction-	+9		723	81%	Beginning Sound	
Word Form 86% 74% Ricgure-Stord Association 74% 62% Word Recognition 82% 70% Words in Context 46% 37% Addition-Vertical Format 79% 70% Subtraction-Vertical Format 70% 54% Computation Addition-Horizontal Format 84% 60%	+12		76 %	8.8%	End ing Sounds	\$
Word Form Association Association Word Recognition Words in Context Addition-Vertical Format Format Format Addition-Vertical Format Format Addition-Vertical Format Format Addition-Vertical Format Format Addition-Horizon tal Format Subtraction- Subtraction-	+7		892	7.6%	Letter Recognition	Reading .
Word Recognition 74% 62% Words in Context 46% 37% Addition-Vertical Format 79% 70% Subtraction-Vertical Format 70% 54% Mathermat Addition-Horizon tall Format 84% 60% Subtraction-	+12		74 %	84%	Word Form	VACABULARY
Words in Context Addition-Vertical Format 79% Subtraction-Vertical Format 70% Math Computation Addition-Horizon tall Format 84% Subtraction-	+12	भारतीय वि	62%	74%		
Words in Contaxt Addition-Vertical Format 79% Subtraction-Vertical Format Addition-Horizon tal Format Subtraction- Subtraction-	+12		70%	821	Word Recognition	
Pormat Format Addition-Vertical Format Addition-Horizon tal Format Subtraction- Subtraction-	+9		.37 . 2	.46%	Words in Context	
Hath Computation Addition—Horizon tal Format Subtraction— Subtraction—	+9		70%	7 9%		
Format 847 602	+16	·*	542	70%		Math'
	12 ≰ . ,		60Z	84.2		Computation
	140		√ 48 %	184.2		
facti Concepts Hath Concepts 2 702 64%	+6		64%	702	Math Concepts 2	eth Concepts
Inch Problems Math Problems 2 662 55%	11		55X	662	Math Problems 2	ach Problems

The difference is computed as AISD Average Percent Correct - National Norm

Phone of the separate skills in this rest could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate exitty in Parcs A- 601 this appendix, it is reported here as a "skill area".



Pigure A-2-2

AVERAGE PERCENT CORRECT

ZEM CRADE SKILLS AREAS 1 CALIFORNIA ACHIEVEMENT TESTS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Stills Area	Average Per	N-71-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-	
		Districtwide	National Norma	DIFFERENCE
Reading Vocabulary	Word Recognition	89%	830	+6
\$ 0	Words in Context	68%	62%	+6
	Alphabetising	. 52%	41%	+11
Reading Comprehension	Table of Consense & Index	56%	50%	+6
	Facts, Inverpretation, Generalization, and Inference	63%	566	+7
•	Addition	86%	84%	+2
Manh	Subtraction	837	79%	+4
Math, Computation	Multiplication	612	47%	+14
	Division	49%	35 Z	+14
Math Concepts	Math Concepte 2	70%	672	+3
Math Problems	Math Problems 2 v.	* 56Z	52%	+4

The Difference is computed as AISD Average Percent Correct - National Norm Average Percent Corrects

² Home of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills.

However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".

AVERAGE PERCENT CORRECT

3rd CRADE SKILLS AREAS 1 CALIFORNIA ACHIEVEMENT TESTS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test		Average Per Districtwide	Cent Correct	DIFFERENCE
Reading Vocabulary	Word, Responition Words in Context	94 z 80 z	89% 77%	+5 +3 c
Reading Comprehension	Alphabetizing Table of Contents & Index Facts, Interpretation, Generalization, and Inference	67 z	53 66 X 74 2	+1·1 +1 +2
Math Computation	Addition Subtraction Multiplication Division	92% 90% 88%	927 897 827 667	0 +1' +6'
Math Concepts	Math Concepts ² Math Problems ²	80%	80%	0

The difference is computed as AISD Average Percent Correct - Mational Norm

None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in herts 4-6 of this appendix, it is reported here as a "skill area":

MAVERAGE PERCENT CORRECT

4th GRADE SKILLS AREAS¹ CALIFORNIA ACHIEVEMENT TESTS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

	E 7/1/3/1		e de la company	
CAT Test	Skills Ates	Avenage Per Distriction	cent Correct	DIFFERENCE
•	Reference Skills		747	+3
	Facts	70%	70%	• o.
Reading Comprehension	Interpretation	58X	57%	+1
Combrenens ren	Relations	34%	5 34%	0
	Generalization	40%	40%	, o
1	Inference	44%	412	• +3
	Addition of Integers	76%	76%	0
	Subtraction of Integers	71%	72%	-1
	Multiplication of /	58%	58%	0
Math .	Division of Integers	→ 44 % →	427	+2
Computation	Addition of Fractions	35%	. €§2	April and April
	Subtraction of Fractions	45%	42%	+3
	Multiplication of Fractions	16%	.16%	•
7	Division of Fractions	24%	227	+2
Math Problems	Addition Subtraction Multiplication Division	55% 62% 40% 42%	557 632 422 472	-1 -2 0

The difference computed as AISD Average Percent, Correct - National Norm Average Percent Correct.

A-2-6/85

Figure A-2-5

AVERAGE PERCENT CORRECT

CALIFORNIA ACHIEVEN DISTRICTWIDE (1976-77) AND STATE NORMS

	The second secon		- 3	
CAT Test	Skills Area		Cent Gorract	DIFFERENCE
	Reference Skills	82% 7 7 7	80%	+1
Reading	Interpretation	667	77% 66%	0
Comprehension	Relations Generalization	40% 47%	48%	-72 :-1.
	Inference Addition of Integers	49 % ⟨,	49% 82%	+1
Math	Subtraction of Integers Multiplication of	80 2	802 ⁴ 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	0 -3
Computation	Division of Integers Addition of Fractions Subtraction of Fractions	58 x 47 x 56 x	62x 492 58x	-2
and the second s	Aultiplication of Fractions Division of Fractions		28	
Math Problems	Addition Subtraction Multiplication Division	642 702 492 562	652 722 532 592	-1 -2 -4 -3

The difference is computed as AISD Average Percent Correct - National Marm

Figure A-26

AVERAGE PERCENT CORREST 6th GRADE SKILLS AREAS CALIFORNIA ACHIEVEMENT TEST DISTRICTWIDE (1976-77) AND NATIONAL NORMS

and the second second	7 T 1			f	
CAT Test	Skills Atmas	Average P	ercent Corr	ect	Difference1
		Districtwide	National	Norm	24.22.22
•	Reference Skille	73%	73%		Ò
	Pact	62%	62%		Q
Reading Comprehension	Interpretation	46%	45%		+1
	Relations	42%	43%		-1 :
,	General Azations	33%	33%		0, '
	Inference	57%	58%		-1
	Addition of Integers and Fractions	47%	51%		
	Subtraction of Integers		A		
Math Computation	and Fractions	53%	55%		^ -2 a
	Multiplication of Integers and Fractions	44%	45%	,	-1 ,
	Division of Integers	. onts : :		\$	
	and Fractions	35%,	34%		+1
Math	Subtraction	38%	. 40%		2
Problems	Multiplication) 42%	41%		+1 د
a –	Division	297	312		-2

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure A-2-7

AVERAGE PERCENT CORRECT 7th GRADE SKILLS AREAS CALIFORNIA ACHIEVEMENT TESTS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

\		4	في فوقي بالمادي		The second second
CAT Test	Skills Area		ercenb Cor		Differ 1
7777		Districtwide	National	Norm	DITTE OF THE PARTY
	Reference Skills	76%	78%	·	-2
No.	Facts	66%	67%		4 1
Reading	Interpretation	51%	49%		+2
Comprehension	Relations	177	48%		-1 ,
	Generalization	38% 💖	* ÷37 %	4	+1
A STATE OF THE STA	Inference	61%	64%		-3
	Addition of Integers and Fractions	^{y²} 54%	^{(/} 59%)		-5
Math Computation	Subtraction of Integers and Fractions	59%	60%		-1
4	Multiplication of Integers and Fractions	50%	• 51%		-1
	Division of Integers and Fractions	437	427		+1
*	Subtraction	44%	46%	,	-2
Math Problems	Multiplication	47%	48%		-1
J	Division	36%	38%	M	and 2

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure A-2-8

AVERAGE PERCENT CORRECT

8th GRADE SKILLS AREAS

CALIFORNIA ACHIEVEMENT TEST

DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Area	Average Pe	rcent Correct	Difference
1	Reference Skills	Districtwide 80%	National Norm	-1
	ts	73%	73%	0
Reading Comprehension	Interpretation Relations	-59% (54%	58 %	+1
	General ization	43%	u 41%	+2
	Inference 4	69%	. 69%	0
5	Addition of Integers	62%	64%	-2
Math	Subtraction of Integers	667	66%	0
Computation	Multiplication of Integers & Fractions	60%	60%	0
*	Division of Integers and Fractions	52%	52%	0
Math \	Subtraction	30 X	53%	-2
Problems	Multiplication	57%	56%	+1 •
4	Division	44%	47%.	J -3/K

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

89

A-2-1

ERIC

APPENDIX A CALIFORNIA ACHIEVEMENT TESTS

Part 3 (Evaluation Question 1-3)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer Evaluation Question 1-3, stated below:

How does Austin achievement in the basic skills areas compare with nationwide achievement in these areas?

PROCEDURE:

Data Collection. The method of data collection and its consequences has already been described in Part 1 of this appendix.

Analyses. The basic data that is considered in this part of the appendix is the difference between the "transpare percent correct" for AISD students for each skills area, and the "transpare percent correct" for students in the national norming sample for this same skills area. This difference is computed as AISD average percent correct - national norming sample average percent correct. Positive differences reflect superior achievement by AISD students mand negative differences reflect superior achievement by national norming sample students.

The method of analysis involves an inspection of these differences and a summary of where AISD strengths and weaknesses are in relation to the national norming sample.

FINDINGS:

Figures A-2-1 through A-2-8 in the preceding pert of this appendix detail the differences between AISD students and national norming students for each skills area, for each of grades 1-8.

Because of the large amount of detail) these results cannot be verball summarized in any useful manner. Interested AISD personnel are encouraged to inspect these tables on their own.

3000

Appendix A California Achievement Testa

Part 4 (Evaluation Question 2-1)

PURPOSE:

The purpose of Part 4 of this appendix is to provide information to answer Evaluation Question 2-1, stated below:

How does student achievement in the general curriculum areas (reading, mathematics, English, etc.) compare with student achievement in these curriculum areas during the last year and during previous years?

PROCEDURE:

Data Collection. The method of data collection and the consequences of this method, have already been described in Part 1 of this appendix.

Knalyses. Two different methods of analysis are described below.

The first general analysis method is a descriptive one. The district-wide median percentile scores, by grade, were computed for each of the CAT tests that were administered dowing the 1972-73 school year and during each succeeding year through the current (1976-77) ashool year.

The difference between the 1975-76 median rescentile score and the 1975-77 median percentile score, for a given CAT test and grade, serves as a basis for comparison of student achievement last year and student achievement this year. An indication of long range improvement, from 1973-74 to the current year, is provided by considering the difference between the 1973-74 median percentile score and the 1976-77 median percentile score. (1973-74 was the first year during which the CAT test levels administered to the various grades were the same as they afe new.)

Two different summarfields procedures very then utilized, to reduce this to more useful for the art summarizing procedure involves the computing of the computing of the computing of the computing of the computing of the computing of the computing of the computing of the computing of the computation of the computatio

These median differences and order ted, for each CAR test, across all of Grandles. They are also computed separately, the forest Grades 1-6 only the discrete Grades 7-8 only. These additions imputations provide the theory of information on short range improvement. However, they produce the information separately for the Department of Elementary Education and for the Department of Secondary Election.

Finally, the medians of the 1973-74/1976-77 median percentile differences for the CAT test across Grades 1-8, across Grades 1-6, and across Grades 7-8 were computed. These median differences provided the same information as was discussed above, except for long range improvements.

The second summarizing procedure is similar to the first one, except that in this case the summary is obtained by collapsing across all of the CAT tests. In this type of summarizing procedure, the median differences provide a means of ranking each of Grades 1-8 according to the amount of improvement that has occurred since last year (if 1975-76/1976-77 differences are considered) or for long range improvement (if 1973-74/1976-77 differences are considered).

The second general analysis method involves only those students who participated in the CAT testing during the current year and during previous years. This method allows for a consideration of whether students have improved over the past year or years. The method is sometimes referred to as "cohort" analyses, but in this ppendix the term "tracking group" analyses will be utilized.

Thirteen tracking groups were defined. A list of these tracking groups, & and their definitions, are provided in Figure A-4-31.

For each of these tracking groups the median percentile scores, for each CAT test, were computed for each year for which the CAT was administered to that tracking group. A plotting of these median percentile points provides an assessment of the amount of improvement which is occurring over the years.

An analysis of only the median score for an entire tracking group can sometimes mask unexpected strengths and weaknesself. One principular such possibility is investigated by additional analyses. For each tracking group and for each of the CAT tests, all tracking group members were separated into a "high achieving" subgroup and a "low achieving" subgroup. The "high achieving" subgroup consists of students whose scores on the earliest-administered CAT test were above the tracking group median. The "low achieving" subgroup consists of all other members of the tracking group.

The medians for these two subgroups, for 1976-77 and for all other years for which CAT data was available, were compared to determine if (1) the trends for the two subgroups were different and if (2) the trends for either or both of the two subgroups were different from the trends for the entire tracking group.

FINDINGS GROUPS)

What changes in the Resding Total and the Math Total midian percentile acores have occurred since 1973-74, for comparable grades? Figures 1974-17 through A-4-22 display the specific changes, by grade and by test. Figures A-4-23 minus A-4-26 present a graphic display of these changes. Figures A-4-27 and A-4-28 present a concise summary of these changes. An inspection of these figures reveals the following facts:

- Long range improvement (since 1973-74) has occurred in all grades for the Math Total, and in all grades but Grades 6 and 8 for the Reading Total. (A decline of 1 percentile point from 1973-74 to 1976-77 occurred at these grades.)
- Short range improvement (since 1975-76) was considerably less. In four grades, there was no change in Math Total median scores from lest year to the current year. The same "no change" circumstances also occurred in four grades for the Reading Total. Also, there was a decline of 2 percentile points in the Reading Total median percentile, over the past year at Grade Total
- Long range improvement in the Math Total was consisted by higher than long range improvement in the Reading Total, and all eight grades.
- Short range improvement in Math Total and in Reading more similar. In the elementary grades, Reading Total for range improvement was slightly higher than was Math Total short range improvement. In the junior high grades, Math Total short range improvement was higher than was Reading Total short range improvement.
 - The relatively lesser amount of short term and long term improvement in Reading Total is, for the most part, due to declining achievement of no changes in achievement that is occurring in Grades 6-8.

In summery, the overall schievement in the district is still superior to achievement of a few years ago, more so in mathematics than in reading and more so at the elementary level than at the junior high level How-ever, the rate of improvement is less than it was previously, and for many grades there has been no improvement over last year's achievement level in either Mathematics and/or in Reading.

What changes in the Resding Vocabulary and the Reading Comprehension median percentile scores have occurred since 1973-74, for comparable grades? Figures A-4-17 A 4-65, A-4-27, and A-4-28 display the data relevant to this question. An inspection of these figures reveals the following facts:

Only at Grades 2 and 4 did long range improvements occur in both subtests. At Grade 7 some long term improvement occurred, in Reading Comprehension only. For Grades 6-8, a drop from the median percentile scores in 1973-74 occurred for both subtests.

9.

) A-4-

- . Short range improvement in each of these two subtests is characterized by no change in four of the grades, a drop in one grade,
 and improvement in the remaining grades.
- Both Reading Vocabulary and Reading Comprehension appear to be roughly identical with regard to both long range changes and short range changes.
- The minimal amount of overall improvement in Reading Vodebulary and Reading Comprehension is due to declining or no achievement or no change in achievement in Grades 6-8 overall performance in Grades 1-5 is much superior:

What changes in the Math Computation and Math Concepts & Problems median percentile scores have occurred since 1973-74, for comparable grades? Figures A-4-20, A-4-21, A-4-27, and A-4-28 present a concise summary of the relevant data. An inspection of these figures reveals the following facts:

- A considerable amount of long range improvement has occurred for both subtests. The greatest amount of long range improvement for both subtests is occurring at the lower grades. The amount of improvement lessens, for the most part, with each higher grade.
- Short range improvement is also occurring for both subtests, usually to a lesser degree for the upper grades.
- The amount of long range improvement occurring in Math Computation is consistently higher than the amount of long improvement for Math Concepts & Problems. With one exception (at 4th Grade), this also holds for short range improvement.

What changes are occurring in the different grades for overall achievement, since 1973-74? Figures A-4-29 and A-4-30 display a summary of the results relevant to this question. An inspection of these figures reveals the following.

- Overall long range improvement across all CAT tests is occurring in all grades except in Grade 8. The amount of change in Grades 6 through 8 is less than the amount of change in the Grades 2 and 4. In each of Grades 6-8, there was a long range decline in at least one of the CAT subtests.
- Overall short range improvement across all CAT tests is less than overall long range improvement. There is no change in overall achievement at Grades 1, 3, 6, and 8.. Overall achievement at Grade 7 has declined since 1975-76. Only for Grades 2, 4, and 5 was there any short range improvement in overall achievement.

FINDINGS (FOR TRACKING GROUPS)

The only tracking group analyses that were completed by publication time were for the two-year tracking groups (1st grade in 1975-76 and 2nd grade in 1976 77 etc.). The other analyses will be published in a supplemental report.

The results for these two-year tracking groups are detailed in Figures A-4-32 through A-4-37. Any comparison of these tracking group gains between CAT tests and between different tracking groups should be made with extreme caution. The most unusual consequence of the tracking group results is that tracking groups with a low median percentile score in 1975-76 tend to gain considerably during the following year, for that CAT test. Alternatively tracking groups with a high median percentile score in 1975-76 tend to gain only a lartle, or even lose, during the following year.

At least two possible explanations exist for this phenomenon:

- It may be that the greatest improvement is occurring where it is made needed and that instruction in the Austin schools has deliparately been set to accomplishing this goal.
- Alternatively, it may be that what is observed here is only a consequence of the regression effect.

It is obvious that considerable study and additional analyses will be necessary before an adequate explanation of this phenomenon can be provided. Meanwhile, it is apparent that comparing gains for different tracking groups or for different STEP tests is quite risky because of the high correlation between gain and the 1975-76 median scores.

PERCENTILE	7	SCHOOL YEAR				NORM
. SANGE	1878773	4373772	4873772	1975-76	1976-11	ANOITANI
01 - 00 #ITE	21 D			•••	***	
-in-d		U		***	***	-
71 ~ 80 %ILE		*		*****	*****	***
61 - 70/3/LE	6)	1	**	***	***	***
51 - 60 SILE	, , , , , , , , , , , , , , , , , , ,	, ·		***	***	***
41 - 50 SILE	5) 			-		****
31 - 40 %ILE	:	('	1			*** *** ***
21 - 30 SILE	<u> </u>	e.		* * * * * * * * * * * * * * * * * * *	1	***
H - 20 NILE) '	Section 20 Contractor (American de Section d		· ·		
	2) ₆	1				1 ,
4	ri.		, , , , , , , , , , , , , , , , , , , 	5 J		
NUMBER OF STUDENTS TESTED	1			3995	+328	
38D QUARTILE				91 #1LE	91 41 LE	75 . 61 6
MEDIAN			i	75 XILE	75 TILE	50 EIL
IST QUARTILE		1		49 TILE	49 SILE	25 416
EVOTAS ADCVORF	YPA	,			s	
MUMBER () F STUDENTS TESTED		;		4090	4402	:
JAD QUARTILE		Angus arrangement of the State		92 \$1LE	.91 41LE	75 414
MEDIAN	, and the same of		1 1	73 %ILE	75 EILE	50 41L
IST QUARTILE	2.74 112 1 1 1 1 1 2 2 4 7 V 2 2 4 7	Prince St & State - Amount or Conversion of	grand in the special section of the	50 41LE	50 KILE,	25 41L
EADING COMPREH	ENSION		*#	ŕ		
NUMBER OF STUDENTS TESTED	:	! :	l	3998	4 3 3 9	
38D QUARTILE				92 TILE	91 tira	75 AIL
MEDIAN	The state of the s	1	4	68 TILE	68 XILE	50 41L
IST QUARTILE	t			38 TILE	38 41LE	25 TIL

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.



1-4-6

Figure A-4-

PERCENTILE	\$	44	· · · · s	CHOOL YEAR	1					MRON
RANGE	187	8773	1873212	187878A	į.	Tark.	1970	77		TIONA
91 - 90 %ILE	0			7						
81 - 90 %ILE	2		,	9	::			•	"	
71 - 80 SILE 4						10	FE.		***	
91 = 70 KILE	D.				***		1		***	* .
41 → 60 NILE			,		***		***	1	377	F
41 4 90 MILE	1				***		X		***	e e L
37 - 49 NILE		,	,		-1	4	7 16	*	***	
7 # 30 MILE					!		· 'A,	V	***	
111 - 20 SILE	0	=				,	• •	,		
1 7 - 10-WILE	Ď	*	: :		ľ			,		
		•		\			:	., ₹		
NUMBER OF				<u> </u>		+046	43	71		1
BALTRAUD ORE					88	RILE	88 1	tre .	73	RIL
MEDIAN					7.0	RILE	70 4	LLE	50	EIL
IST QUARTILE		4		•	47	FILE	45 8	LLE	25	KIL
ETH COMPUTATI	ON -		*	•		· u **	V		٠,	. 1
NUMBER OF STUDENTA TESTED	' - ,	1			; 4	•076	4 36) 4		
JAD QUARTILE					85	#ILE	a5 \$	LE	75	\$1 L
MEDIAN			,	·	/ ,	RILE	71 4	-حابب		4IL
IST QUARTILE	· · · · · · · · · · · · · · · · · · ·				48	AILE	48 4	LE	25	ELL
ETHL CONCEPTS	G PROBL	EMS		• 1		.,		1,		
NUMBER OF STUDENTS TESTED				· · · · · · · · · · · · · · · · · · ·	4	054	438	1		
JRD QUARTILE					89	TILE	89 11	LE	75	II L
MEDIAN			-		70	KILE	67 1	LE	50	*ILE
IST QUARTILE		1		en Kir	43	TILE	39 41	LE	25	KILE

ASDCENTU E	1 1	, so	HOOL YEAR			NORM
PERCENTILE HANGE	1972-73	1973-74	1974-75	1975-76	1976-77	INATIONALI
91 - 99 KILE	0	7				'¶
61 - 90 WILE	7	***	***	***	12.1	
71 - 0 "ILE	***	事が年 申申申 申申申	***	V	****	***
61 - 70 SILE	****	****	****	***	****	***
51 - 80 %ILE		***	***	***	***	***
41 - 50 %ILE	() () () () () () () () () ()	*** ***	本 申 申 申 申 申	***		***
* 31 - 40 %ILE* *	4 ***	***	***	***		### \$##
+21 - 30 %ILE		***	***	<u> </u>	1	***
11 20 NILE	3					
1 = 10 'sILE'	3	ţ.	<u></u>	<u> </u>		
•	. /					_ ,
NUMBER OF STUDENTS TESTED	3968	3 504	3954	3962	4054	<u> </u>
3RD QUARTILE	80 XILE	BO TILE	87 TILP	88 2116	90 #ILE	75 VIL
MEDIAN	62 XILE	62 31LE	63 TILE	OF TIPE	65 41 LE	50 EIL
IST QUARTILE	28 KILE	24 \$11E	27 SILE	33 TILE	40 41 LE	25 XIL
RESULTS VOCABO	ULARY			ų.		
NUMBER OF STUDENTS TESTED	3994	3 5 4 4	3981	3965	4062	1
JAD QUARTILE	87 %ILE	84 TILE	87 KILE	95 KILE	89 41 LE	75 EIL
MEDIAN	58 41LE	58 ZILE	62 %ILE	63 41LE	. 69 ZILE	50 KIL
IST QUARTILE	30 %ILE	26 TILE	29 TILE	31 KILE	37 EILE	25 #11
RESULTS COMPRI	EHENSION					
NUMBER OF STUDENTS TESTED	3973	3 507	3972	3964	4062	-
JRD QUARTILE	85 TILE	86 TILE	86 TILE	36 TILE	90 TILE	75 \$IL
MEDIAN	59 ≰ILE	58 TILE	61 TILE	63 41 LE	65 41 LE	50 TIL
	30 TILE	28 %ILE	30 TILE	28 TILE	35 ELE	1 25" \$IL

Figure A-4-4

MATH TOTAL OF	RESULTS A	CHÍEVEMENT	PROFÍLÉS 🗸	RADE Z. A	.t.s.o.	** ***
PERCENTILE	3	, ,	CHOOL YEAR			NORM
RANGE	1972-73		1974-75	1975-76	1976-77	MATIONAL
91 - 99 WILE	0					
81 - 90 %ILB	7		***	***	***	
71 - 80 %ILE	***	***	***	***	事事 度 理事 幸	***
61 - 70 TILE	6.	***	***	****	*****	***
51 - 60 SILE		***	****	***	7	
41 = 50 NILE	5 700	****	***	***	***	****
31 ~ 40 %ILE	***	***	***	***		***
21 ~ 30 TULE	V	***				***
11 = 20 HILE	စ				·	
1 - 10 %ILE	2) O			h :		
			,	4		
NUMBER OF STUDENTS TESTED	3977	3561	3947	3942	4050	
JRD QUARTILE	83 #ILE	79 TILE	81 41LE	86 TILE	88 41 LE	75 TILE
MEDIAN	58 41LE	50 TILE	54 'KILE	62 TILE	66 KILE	SO SILE
IST QUARTILE	30 TILE	24 TILE	28 KILE	34 TILE	38 41LE	25 41LE
RESULTS PUTATIO	IN ,	4		1 ′	,	
NUMBER ()F STUDENTS TESTED	3983	3 5 6 8	3969'	3954	4067	
IRD QUARTILE	81 TILE	77 TILE	79 EILE	BB IILE	89 41 LE.	75 SILE
MEDIAN	55 TILE	52 31LE	54 TILE	60 AILE	67 41 LE	50 41LE
IST QUARTILE	32 #ILE	27 TILE	29 CILE		38 41 LE	25 TILE
MATH CONCEPTS 6	PROBLEMS					
NUMBER OF STUDENTS TESTED	3987	3571	3952	3953	4051	
3RD QUARTILE	82 TILE	79 TILE	79 \$1 LE	79 \$1LE	83 41 LE	75 %ILE
MEDIAN	57 41LE	50 BILE	52 KILE	55 XILE	60 41 LE	50 XILE
IST QUARTILE	28 TILE	21. 3116	24 - \$TLE		31 41LE	25 EILE
						

PERCENTILE	Į Ž	•	S	CHOOL YEAR			•	NORM GROUP
RANGE	7	1878773	1373212	43787FR	1.97	5-76	1976-77	INATIONA
91 99 %ILE	9	<u> </u>						
81 - 90 41LE	0				***		***	,
71 - 80 WILE		;			***		***	***
61 - 70 MILE			1	 	****		***	***
51 -, 60 "AILE	7.	•		#	***		***	***
41 - 50 %ILE	- 6-			;	***		***	***
31 - 40 %JLE		, , , , , , , , , , , , , , , , , , ,	,		***	- 4-1	***	***
21 - 30 'SILE	.(<u>)</u>)				777	 		***
11 - 20 MILE	o		•		:		<u> </u>	
1 - 10 KIL€	2			·	i ·		: :	<u></u>
1			1		·			<u> </u>
NUMBEROF	<u> </u>				3	858	3797	
STUDENTS TESTED	-		<u> </u>		86	TILE	86 SILE	75 41
MEDIAN		·····			61	KILE	61 TILE	50 TI
IST QUARTILE	<u>'</u>				30	TILE	32 KILE	25 41
POTNE ADCUB	JL AR'	Υ						
NUMBER OF STUDENTS TESTED	ं स्					860	· ,	
JRD QUARTILE	F.		1			RILE .		75 81
MEDIAN						TILE	56 41 LE	50 XI
IST QUARTILE				· · ·	30	EILE	33 KILC	25 41
ADING COMPRE	HEN:	SION				,	·	
NUMBER OF	1				3	859	3799	
STUDENTS TESTED	-		 	<u> </u>	85	TILE	45 SILE	75 21
MEDIAN				, •		EILE	60 11 LE	50 41
*MIE (J.M.N.	,			The second second			1	

PERCENTILE	T A		S (CHOOL YEAR	•		NORN
AANGE	Ŋ	A878773.	1873712	1878213	1975-76	1976-77	NA TION
91 - 99 KILE.	9	u .					
81 - 90 NILE	. 0	•			### { ###	***	
71 - 80 %ILE			,		### ### ###	Æ.	***
61 - 70 %ILE	0	*			***	W .	***
51 + 60 YILE	4			· ·	*****	****	***
41 - 50-41LE	- (5) V		1		***)	***	***
31 - 40 KILE'	(I) L	,		,	***	70.0	***
21 - 30 MILE		, ,	·	•	444		***
11 - 20 %ILE	9	,	· · · · · · · · · · · · · · · · · · ·	-	1 1		
1 - 10 SILE				7			
			· · · · · · · · · · · · · · · · · · ·		14	,	
NUMBER OF STUDENTS TESTED	, 1	, ·			3861	\$794	
JAD QUARTILE			4		84 TILE	·	75 11
MEDIAN		-			56 TILE	59 41LE	50 %11
IST QUANTILE					30 TILE	34 \$1 LE	25 416
IH COMPUTATI	ØΝ	,	,				
NUMBER OF STUDENTS TESTED			:		3863	1 3798	
JAD QUARTILE	i 		1		86 TIL5	92 XILE	75 TIL
, MEDIAN	, !			1	62 TILE.	67 TILE	50 41L
IST QUARTILE	,				33 TILE	34 \$1 LE	25 EIL
TH CONCEPTS	L PA	OBLEMS	*		,	5	
NUMBER UF STUDENTS TESTED		3.	_	,	3861	3796.	
3RD QUARTILE					76 TILE		75 EIL
MEDIAN		;	• .		53 TILE	53 41LE	50 EILE
IST QUARTILE		: !		· · · · · · · · · · · · · · · · · · ·	25 TILE	25 TILE	25 EILE

PERCENTILE	# A	S	CHOOL YEAR	•	197.5	NORM GROUP
RANGE	1837=77,	1973-74	1974-75	1975-76	1976-17	INATIONAL
91 - 99-41LE	9 ,					
81 - 90 %/LE	7	-	,	,		
71 - 80 MILE	***	***	***	***	# 1 a	404
81 - 70 HILE	(B)	***	***	**** **** ***	***	***
51 - 60 %ILE		***	***	***	****	40 4 40 40
41 - 50 WILE	0	*** **** *****	****	****	***	10 44
31 - 40 "HLE	*** (4)***	***	***	***		40 4
21 - 30 GILE		*** -	***	***		
11 - 20 MILE	0			<u> </u>	1	:
1 - 10 %ILE	(3) (0)	I				1
	· '	,				
NUMBER OF STUDENTS TESTED	4303	4117	4469	3907	3754	
JAD QUARTILE	84 TILE	75 TILE:	74 11LE	14 TILE	78 TILE	75. ELL
MEDIAN	62 VILE	50 TILE	+5 41 LE	47 TILE	. 52 EILE	50 KIL
IST QUARTILE	31 £1LE	ZZ, XILE	18 41 LE	22 KILE	1 50 SILE	125 410
RESULTS VOCABU	ILARY				•	
NUMBER OF STUDENTS TESTED	4307	4142	4478	3908	3757	•
JAD QUARTILE	79 TILE	. 76 TILE	76 %1LE	77 EILE	80 EILE	75 KIL
MÉDIAN	63 FILE	46 TILE	46 41 LE	46 TILE	149 SILE	50 ALL
IST QUARTILE	30 %ILE	23 TILE	19 TILE	SI ALTE	124 KILE	1,25 EIL
READING COMPRE	HENSION .		•	· • · · · · · · · · · · · · · · · · · ·		
NUMBER OF STUDENTS TESTED	4303	4129	4476	3908	3755	
JAD QUARTILE	85 TILE	76 TILE	75 TILE	77 TILE	77 XILE	75 EIL
MEDIAN	62 TILE	50 TILE	47 TILE	48 TILE	53 TILE	50 41L
	33 TILE	25 TILE	ZO AILE	23 41 LE	27 41 LE	25 41L

NOTE 1 - AN EASIER LEVEL OF THE TEST WAS ADMINISTERED IN 1972-73. THESE RESULTS ARE NOT COMPARABLE TO TEST RESULTS OF LATER YEARS.

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

A-4-12112



MATH TOTAL	RESULTS	HIEVEMENT	PROPICES O	MAUS 4. A	1.1.3.0.	
PERCENTILE	Ť.	S	CHOOL YEAR			NORM
PANGE	1237E71,		1974-75	1975-76	1976-77	OROUP INAMIONA
. 91 - 90 NILE	(B))					
: 81 - 90 NILE	0		•	***	•••	
71 - 80 VILE	***	***	***	***	***	***
61 = 70 MILE	*** ***	***	***	***	***	***
51 - 60 NILE	****		***	****	****	***
41 = 50 TILE.	0 111	****	****	***	444	****
- 31 - 40" SILE	4 ***	***	***	***	***	***
21 = 30 NICE	***	***	***	***	# 1	***
11 - 20 SILE	0 '.	2 diagnosis made representative to the state 1988	A Ships and an analysis	*		!
1 - 10 KILE	Ó					
′ •		**************************************	*	i.		
NUMBER OF STUDENTS TESTED	4305	4154	4353	3887	3739	
JRD QUARTILE	83 ILE	76 TILE	74 XILE	82 TILE	82 TILE	75 BIL
MEDIAN	55 TILE	49 TILE	40 81 LE	51 TILE	SO SILE	50 XIL
15T QUARTILE	27 TILE	21 TILE	18 41 LE	22 EILE	27 #1 LE	25 81L
ATH COMPUTATI	ION			1		
NUMBER OF STUDENTS TESTED	+305	4188	4360	3891	3744	
JAD QUARTILE	79 TILE	78: \$ILE	77 41LE	86 SILE	do size d	75 %1L
MEDIAN	59 41LE	48 TILE	48 TILE	54 KILE	58 SILE	50 41L
IST QUARTILE	20 TILE	21 816	18 TILE	24 SILE	27 41LE	25 EIL
ATH CONCEPTS	& PROBLEMS		٠,			•
NUMBER CE STUDENTS FEETED	4307	4159	4446	3903	3750	
34 HAND GAE	82 4114	75 XILE	73 KILE	77 TILE	92 SILE	75 KILE
MEDIAN	58 KILE	45 TILE	41 SILE	46 4116	51 BILE	50 \$1LE
IST QUARTICE	30 % [LE	22 TILE	17 RILE	20 1116	26 EILE	25 SILE

COMMENTS - THE SE LANGE AND EASIER LEYEL OF THE TEST WAS ABOULTS OF LATER YEARS. THESE

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

A-4-13



	7.	SCHOOL YEAR					
PERCENTILE N	4376777	18'2712	48'8712	1975-76	19/6-17	HATISHA	
91 - 90 NILE (8)		A STATE OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF T	•	1		1	
81 - 90 'SILE 7							
71 - 80 "KILE"	and the section of the sec			***	***	101	
41 = 10 TILE			•	. /	**	101	
51 - 60 THE	The second second		g g g ga alima u an	***	ä:.	***	
141 - 50 NILE " -	The same of the same	s di menting Stady distributions who the commenter and g	The Desires of the Control of the Co	****	***	***	
31 × 10 '41LE	and the second s	re El Mariano Prince - Prince	· A P	***	***	***	
21 = 30 NLE.	villa green man miller of "	A	5		V		
					, ide de la composition della		
1 10 SILE C	Manual Control of the		· Marie Marie Annual Control			*	
The second secon	are - arms where in the common		and the second second second second			and the second second	
STUDENTS TRATED		• •***********************************	• 10	4247	3754	73 811	
JAO GUARTILE	n common de p _{ar} ia - 2 - 1 - 1	** * * = = =			- 74 #1LE +0 #1LE	50 411	
VEDIAN	<u> </u>	same ser american de de de	Agricol La Coppe de Service	1 44 81 45	22 \$1 LE	25 811	
IST QUARTILE			при при при при при при при при при при	1 22 KINE	22 81 GE	23 411	
EAULIS VOCABULAR	Y	1			,	4	
STORMER F				4248	3755		
JAD QUARTILE		,		12 81LE	76 BILE	75 411	
MEDIAN		A comprehensive and a con-	£	46 TILE	. to sile	50 611	
IST OUARTILE:				20 TILE	SE-RILE	23 410	
EAUING COMPREHEN	* ISTON	•	3	3			
NUMBER OF			`	. 4247	3750		
IND QUARTILE		of managerraphy (Attack)		75 TILE	75 SILE	75 410	
MEQIAN	8 4 F - · · · ·	**************************************	, m 3	46 BILE	30 tile	50 411	
¥'ST QUANTILE	- ,	· · · · · · · · · · · · · · · · · · ·		24 BILE	24 BILE	23 41L	

CHMENTS

annouviu c	الله الله	. 50	CHOOL YEAR			yohu
PERCENTILE RANGE	7 4878711	1878784	48'8773	1975-76	1976-77	NUCRE III
. 91 - 99 NILE,	Ø	1				
11 - ad NILE	o · /	,)	,	1
71 - MO MILE	The state of the s	4	della actività di conserva di actività di la conservazione di suoi di conservazione di cons	144	***	***
4 J. HE	1		*	444	444	***
51 - 90 NH.E			agramatin e e e fills	***	444	944 944
11 - 50 NEE 1				****	****	***
31 = 40 NICE		<u>Anni rentito</u> il		***	***	
11 - 30 NILE	· · · · · · · · · · · · · · · · · · ·		•	***	60 6 64 6	444
-2 11 37 NIE	.		,			
F . 1) 111 €	<u> </u>		•	,	, \$	
1 41,64 64)F	♥	ж	e mir -	4177		**************************************
THO CHATTLE	*	<u> </u>	· F	77 TILE	77 TILE	79 11L
VEDIAM	······································		• • • • • • • • • • • • • • • • • • •	47 TILE	47 II LE	50 ELL
IST GUARTILE	· ·	***************************************		55 Birs	2) 11 LE	. 25 41 4
HE THE PHOUTATI	CA			~ .*	,	
11 0 # 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		4		+100	3 75 4	e Libraria depart descrip
SETTRALIC ORE		;	,	77 RILE	77 TILE	75 11 4
MEDIAN	: # . · +	*******	· See Company of the second of	47 BILE	30 HLE	29 8/ 6
HATH CONCEPTS	, PRODLEMS	-	· · · · · · · · · · · · · · · · · · ·	22 41 CE		., 41 F
TOPPER TO				4236	3 75 0	
IND JUANTILE	d.f . :	t-par.		77 SILE	77 HILE	75 41 0
MEDIAN				49 BILE	49 AILE	50 IIL

CHMENTS

PANGE	i trote'i,	1 373-74	L974-75	1373-76	1916-77	103 M 1872* 48*1348
97 : 10 11 € 12	7	i i i i i i i i i i i i i i i i i i i	***	eg granning sammer av de grannen ver		44
45 = 30 H/E	•			egin († 1865) Systema – Sa#ar) Solitaniam atrijan	·
At a Share a second	****	***	***		***	***
Results to the file		**************************************	***	***	**************************************	400
1, 40° €. 	(a)		***	***		****
4 * . \$6) * d . #		****	****		***	***
ig V #	**** **** ****	***	**** *********************************			
3)	-	***	***			, and a special resource of
		1 14 T	1	· 1, · · ·) · · · ·	g d _B g obj. The world of the state of the
	O.,		* · · · · · · · · · · · · · · · · · · ·		, was a second of the second o	رغد سنده وغود دست. در از از از از از از از از از از از از از
・ TOTAL OF A TOTAL O	3754	4294	*41.7	***0	14 81LE	73- 41LE
THE STATE STATE	40 fire	14 RILE	12 81 LE	G tite	. FILE	50 8161
2. 1. 70. fe	er tice	19 TILE	TT AILE	to tite.	to ure	25 114
SEARLYS VOCARIO	CAR Y	•				
10 (4 ± 4) 1 1	3760	* 300	7025	**5:	13 1165	/1 (1)
ালত) গলাই হ গ্ৰেম্	79 4145 32 4145	13 BILF	71 TILE	1) AILE		50 116
15" () (A (F) E	25 1116	19 111 5	la filk	TO RILE	22 1115	25 411.0
AESOL TO COMPRE	645 45 E PH		: :	,		*
wast f	3 15 9	4331	*617	****	+234	- 1
i er deurstetete		16 TILE	74 TELE	To BILE	TO SILE	75 416

MENTS A MANAGER WELLEN OF THE TEST WAS ADMITTED TO BUTTONS. THESE TEST AREA LATER YEARS.

The the CAT county less state of martile and the Lat quartile of the har graph the melian with in indicate the him will an indicate the him with an animal results and an animal results are present to be with graph. This tame information is printing formean, of the two subtests, but no graph deplay in priviled for the subtest results.

PERCENTILE	Ĭ	<u> </u>	CHOOL YEAR			MON	
PANGE	7 1231277	The second second	The second secon	1975-76	1976-77	NATIONAL	
'91 - 00 VILE	ឲ្						
81 - 90 YILE	C		:	}	1		
71 - 40 NLE	The same of the sa	n die 1998 gegen der Stellender – der Germang gegeb	1	***	***	***	
61 = 10 sice	1 444		***	:::	***	***	
(91 A) 'SH F		चरेंड - ' ' ' ' ' ' '	***	700	***	757	
41 × 80 ×11.8		 	***	***	***	****	
1' 40 SUE		****	*****	***	****	***	
inn na eile a Muli eige. • XII ei Minsu∰,	THE STATE OF STREET	# * * * * * * * * * * * * * * * * * * *	WWW.	***	777	***	
m nel	(i)	### ### ###	***	***	**************************************	**************************************	
		i e samb)	·	·		
The state of the s	U ,	<u>, </u>		damas is semble, iso d ingapana	**************************************		
16 48 68 78 78 7	3757	6277	4592	. 4431	4183		
MO OUANTILE	70 81LE	65 TILE	00 11LE	74 TILE	74 BILE	75 81LE	
MEDIAN	*6 KILE	16 TILE	35 41 LE	43 TILE	43 SILE	50 41LE	
(ST I)WARTINE	Se BIFE	ST BILE	LO BILE	19 TILE	TO SIFE	25 TILE	
ESULF SHPUTATIO	N .	•		<i>2</i> •	,		
PLUMP F	3750 .	+287	4629	4472 ·	+193		
THE STATE OF THE S	43 TILE	SO BILE	SB FILE	69 TILE	69 EILE	75 41LE	
MESSAN.	WE TILE	35 TILE	J+ BILE	+0 41LE	++ tilé	50 41LE	
157 GUART LE	24 BIL≑	14 BILE .	lo sile	19 TILE	22 KILE	25 41LE	
EN CONCEPTS &	PROBLEMS			,		:	
, it wash f \$70084454 144545	3751	428)	+59 +	**35	¥185	/·	
IND SWAPINE	el Mile		IL BILE	77 BILE	77 81 LE	75 BILE	
WEDIAN	35 8166	33 KILE	39 TILE		+7 KILE	50 41LE	
TOT DUARTE F	15 RILF	17 8115	and the same of th	the second of the second			

The the CAT Total Tests, the Bri quartile and the lot quartile counts are graphically indicated by the upper and lower parts of the har graph. The median foint in Indicated by the "arrow". The exact ind quartile, median, and lat quartile points, he well an the number of abugents tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

A-4-17



ACHIEVEMENT PROFILES GRADE 1, A.I.S.D. SCHOOL YEAR ្នោក មា PENESNITILE RANGE 1972-73 1973-74 1974-75 1975-76 1976-77 MATERIAL 0 91 - 79 WILE 1 3: - 30 TILE 71 - 80, ILE ... *** *** ***, 61 - 70 TUÇE *** *** *** ... *** ¢:: *** W = # 51 - 30" TEE *## *** 李安皇 * * * **** **7177** TTTT **** *** *** #1 = 50 4LE ---31 - 40 HLE ... ---*** *** ... **TIT** 21 - 30 1.66 11 = 20 36,5 1 . 1) (65 4037 4368 4576 4040 Trupemos restec 19 \$1LE BALTHAUD CRE 76 TILE 17 41LE 77 TILE 17 SILE 75 41LS 50 \$1LE MEDIAN +7 TILE 48 TILE 50 TILE +8 FILE 50 KILE IST QUARTILE 24 TILE 22 TILE ZZ KILE 23 \$ILE 21 KILE 25 KILE READING VOCABULARY

RESULTS	COMPREHENZION

NUTBER OF STUDENTS TEXTED

BUITRAUDI DRE

IST QUARTILE

MEDIAN

WE 30E 1 3						
STUDENTS TESTED	+038	4371	¥648	4051	4576	
JRD QUARTILE	78 EILE	75 TILE	77 KILE	. 77 TILE	17 TILE	75 KILE
MEDIAN	51 KILE	47 TILE	49 SILE	49 FILE	+9 \$1FE	50 CILE
IST QUARTILE	24 TILE	21 TILE	21 41 LE	24 TILE	19 \$1LE	25 41 LE

404d

75 41L6

50 IILE

22 TILE

+640

78 TILE

52 XILE

24 TILE

4577

75 TILE

SO TILE

78 TILE

48 TILE

21 41Lê

1371

75 XILE

50 TILE

22 TILE

4038

75 41LE

SO TILE?

25 \$1 LE-

A MMENTS

PERCENTILE	Å.	S	CHOOL YEAR			, поям. ⊶ заоче
RANGE	1972-13	1973-74	1974-75	1975-76	1)76-77	NAT CHAL
91 = 99 MLE	0					
31 - 20 Tal£	Ö				i	
77 - 30 SILE* "				***	***	***
31 = 30 WEE	***	***	***	***	***	***
.51 = 90 THILE	T	444	***	***	***	***
41 - 50 HLE		***	144	11444	****	****
31 - 40 MICE	***	****	****	***	***	***
21 - XX hole	***	***	***	***	***	***
\$0 .164	ġ	777	***	414.	,	
(() 1 LE	0					· · = · · - ·
SQ MARA 18	ng a - 1 georgeprompty washing for		4049	4597	4576	`
STUDENT TESTED	70 11LE	+304		74 \$ILE	76 XI LE	75 410
SAD JUARFILE	70 11LE	40 TILE	39 &ILE	40 TILE	46 KILE	50 411
MEDIAN IST OUARTILE	وماعوا والتعالث ووي	19 TILE		20 41 LE	20 \$1LE	25 (1)
ATOL COMPUTATION	ert*					/
ាល់ "ហើយម៉ា "គ ស់ស (តាប់ក្និកិត្តកែប	4036	*31 6	+659	4652	*>a1	
IND QUARTILE		59 TILE	59 XILE	72 41LE	72 EILE	75 611
MEDIAN		· 30 TILE	re moramakan	TALL THE PERSON NAMED IN	+5 \$1LE	
'S" QUARTILE	21 #ILE	19 TILE	18 TILE	23 TILE	23 t ilê	25 \$11
ATH CONCEPTS	& PROBLEMS					
NUMBER IN STUDENTS TESTED	4035	4309	4651	4597	4576	
IND QUARTILE	76 TILE	71 TILE	77 tile	. 79 TILE	19 TILE	75 11
		a Latter.		e & en accionada da composição		
MEDIAN	49 KILE	45 TILE	45 \$1 LE	51 %ILE	+7 AILE	50 EIL

MMENTS



PERCENTILE	5	s	CHOOL YEAR			VCRM — 38004
AANGE	1972-73	1973-74	1974-75	197576	1976-77	NAT-ONAL
71 - 79 SILÉ	0					
41 - 70 NALE	8			:		·
** = 30 /alf	****	***	***	***	***	***
ar = M ULE		***	***	***	***	***
31 - 6 3 165	3	***	***	*** ;	***	***
41 = 50 : ILE	9	****	****	****	****	*****
31 - 40LE	***	171	***	***	***	***
21 - 37 ILE	***	***	***	***	***	***
* 1 - 20 ILE	Ö		· · · · · · · · · · · · · · · · · · ·		<u> </u>	
1 m 10 ALE	<u> </u>	eriş yezilin yazından	2 9 TO MINE TO THE TOTAL TO THE	.,		
	<u>.O.</u>			:	, <u>, , , , , , , , , , , , , , , , , , </u>	
75 VARE 1 36 77 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 1 VARA 1 V	3781	4271	4501	4655	4656	
TRO QUARTICE	78 41 LE	79 %1LE	77 &I LE	79 - 11LE	79 KILE	75 41
VEDIAN	51 KILE	50 TILE	48 KILE	+9 LILE	49,41LE	50 61
St quantice	26 41 LE	25 SILE	22 KILE	23 t ILE	22 I ILē	25 %[
EADING VICABL	JL 43 A	2	·			J.
ាលកាអ្នក (* ចំពោលតាមក្រីកិត្តិតែសា	3783	+271	+50 Z	4657	4669	
IND QUARTILE	76 LÎ LE	76 TILE	76 KILE	74 \$1 LE	. 74 \$1 LE	75 41
MEDIAN	50 41LE	50 ti lė	50 LILE	48 TILE	40 XILE	50 E Ì
"GE OWARTILE	25 \$1 LE	25 TILE	22 11 LE	24 41LE	21 XI LE	25 41
EADING COMPRI	EHENSION				*	
AUSHER). Tudents tested	, 3781	4211	4508	4659	+667	
INO OUARTILE	77 \$1LE	79 KILE	77 \$1 LE	79 TILE	79 XILE	75 41
MEDIAN	52 KILE	52 KILE	49 EILE	51 #1LE	51 EILE	50 41
and a section comparing and the first		24 TILE	21 TILE	23 KILE	23 %115	25 61

OWNENTS



PERCENTILE	į.	/ s	CHOOL YEAR			VORM
RANGE	1972-73	1973-74	1974-75	1975=76	1976-77	— GROUP Nation∆ -
31 - 99 VILE	9				· · · · · · · · · · · · · · · · · · ·	y
91 + 90 ILE	Θ		· · · · · · · · · · · · · · · · · · ·		-	
11 - 80 SILE	***	***		***	***	***
41 = 10 ALE	3. *** ***	***	***	***	***	***
91 - 16 .16E	3	***	***	***	***	***
41 = 50 %LE	2 ****	****	****	78 18 24 14 14 14 14 14 14 14 14 14 14 14 14 14	****	***
.31 - 40 NILE	*** *** ***	***	***	### ###	### 5	***
21 - 30 TILET	***	***	***	***	### ### ###	***
11 - 20 ALE	Q		144		, ,	
: - 0 16	<u> </u>			-		`
NOMBER OF	7770	. 337	4230		1 1 1 1	
STUDENTS TESTED	3779	+227	4530	+598	4644	70 511
3RD QUARTILE	76 £1LE	73 KILE	70 41LE	75 KILE	76 TILE	75 411
MEDIAN	49 TILE		19 IILE	44 #ILE 22 #ILE	20 TILE	50 \$11
IST QUARTILE TH COMPUTATI		21 TILE	19 4100	22 416	20 AILE	25 411
SuVde4-76	3781	4234	4346	*653	4652	
STUCENTS TESTED	72 \$1LE		66 TILE	71 \$ILE	74 TILE	75 41L
MEDIAN	49 &1 LE	41 TILE	38 61 LE	43 TILE	+6 \$1LE	50 \$1L
IST JUARTILE	24 t1'LE	21 \$115	18 KILE	20 %I LE	23 \$1 LE	25 K I L
TH CONCEPTS	6 PRCBLEYS				1	
NUMBER OF STUDENTS TESTED	3780	4229	4531	4600	404	i
JAD QUARTILE	77 KILE	77 KILE	76 TILE	76 KILE	70 41 LE	75 41 L
MEDIAN	50 %ILE	48 \$112	+6 SILE	50 TILE	40 KILE	50 21
	and the second s	*				

COMMENTS



Figure A-4-17

CAT READING VOCABULARY

DISTRICTWIDE MEDIAN PERCENTILE SCORES FOR 1972-1973 THROUGH 1976-1977

[,			<u> </u>		"GAIN"	or "LOSS" .
GRADE	1972- 1973	1973- 1974	1974- 1975	1975- 1976	1976- 1977	1973-74 to 1976-77	1975-76 to 1976-77
1	- °	NAME AND THE	-	73	7 5		+2
2	58	58	62	63	681	+10	+5
3				56 .	56	<u>-</u>	no change
4	63*	4,6	46	. 46	49	+3 \	+3
5		- · · · · · · · · · · · · · · · · · · ·	,	146	46	, \	no change
6	5 <u>?</u> tk	47	45	46,	. 46	-1-	no change
7	50	50	50	52	48	-2	-4
. 8 ŋ	51	51	51	* _. 48 *	43	-3	no change
17	-						

^{-:} A dash is entered if students in this grade were not tested during this particular year.

The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.

Figure A-4-18.

READING COMPREHENSION DISTRICTWIDE MEDIAN PERCENTILE SCORES FOR 1972-1973 THROUGH 1976-1977

		1.		,			or "LOSS"
GRADE	1972- 1973	19 7 3- 1974	1974- 1975	1975- 1976	1976- 1977	1973-74 to 1976-77	1975-76 to 1976-77
1				68	68		no change
2 .	50	58	61	63	65	+7	+2
_ 3		~-		60	60		no change
4	62*	50	43	48	53	+3 , -	+5
. /5		\ u	<u></u>	46	50	7 · 	+4 .
9	57*	46	46	50	, 45	-1	- 5
7	51	47	49	40 ₄₅	49	· +2	no change
8	53	53	49 · ·	51	51	-2 ·	no change
		ا در.					

^{-:} A dash is entered if students in this grade were not tested during this particular year.

[:] The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the médian scores of later years.

CAT READING

DISTRICTWIDE MEDIAN PERCENTILE SCORES FOR 1972-1973 THROUGH 1976-1977

						or "LOSS".
1972-	1973-	1974-	1975-	1976-		1975-76 to
1973	1974	1975	1976	1977	1976-77	1976-77
			75	75		no change
62	62	63	61	65	+3	+4
صب بينز		-, -	,61	61	===	no change
63*	-50	45.	47	52	+2	+5
÷		. ==	44	, 48	,	
53 [*]	48	44	47	47	-1	no change
50	47	43	50	48	+1	-2
51	50	48 -	49	49	-1	no change
	1973 62 63* 53* 50	1973 1974 62 62 62 63* 50 53* 48 50 47	1973 1974 1975	1973 1974 1975 1976 75 62 62 63 61 61 63* 50 45 47 44 53* 43 44 47 50 47 48 50	1973 1974 1975 1976 1977 75 75 62 62 63 61 65 61 61 63* 50 45 47 52 44 48 53* 48 44 47 47 50 47 48 50 48	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$

^{--:} A dash is entered if students in this grade were not tested during this particular year.

^{*:} The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.

Figure A-4-20

CAT MATH COMPUTATION DISTRICTWIDE MEDIAN PERCENTILE SCORES FOR 1972-1973 THROUGH 1976-1977

	1972-	1973-	1974-	1975-	1976-	"GAIN" 1973-74 to	or "LOSS"
GRADE	1973	1974	1975	1976	1977	1975-74 EQ	1975-76 to 1976-77
` 1				71	71	M ====================================	no change
2	56	52	54	60	67	+15	+7
3	<u>.</u> ,		= ==	62	67		+5
4	60*	48	. 43	54	58	+10	+4
5	==	<i>^</i>		47	50	<u></u>	+3
6	44%	34	34	- 40	44	+10	±A (
7	40	36 .	36	,41	45	· +9	+4
8	49	42	39	43	46	. +4	+3
			ı			,	

^{-:} A dash is entered if students in this grade were not tested during this particular year.

[:] The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the \$972-73 median is not comparable to the median scores of later years.

Tigure A-4-21

CAT HATH CONCEPTS MECODEMIS DISTRICTWIDE MEDIAN PERCENTILE SCORES (FOR 1972-1973 THROUGH 1976-1977

Ì							"GAIN" or "LOSS"	
	GRADE	1972- 1973	1973- 1974	19 74- 1975	1975 - 1976	1976- 1977	1973-74 to	1975-76 c o 1976- 7 7
/	1			,	70	67 · · · · ·		-3
	2 🐈	57	50	51	55 5	60	, + 10	4 5
	3 _		, ===		· 53	. 50	,	no change
	4	59*	46	41	46 . "	51	+5	+ 5
	· 5 · ″	34 SE	* . 		4.Ç	40	\·	no change
	6	,55	4.7	40	47	4 4 7 €	+7	no change
	7 .	49*	45	45	51	47	+2	-4
	8	50]	48	46	50 -	4.6-	-2	-4
		7		* -		·		

--: A dash is entered if students in this grade were not tested during this particular year.

The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.

Figure A-4-22

CAT MATHEMATICS

DISTRICTWIDE MEDIAN PERCENTILE SCORES FOR 1972-1973 THROUGH 1976-1977

						"GAIN" or "LOSS"		
GRADE	1972- 1973	1973- 1974	1974- 1975	1975- 1976	1976- 1977 ·	1973-74 to 1976-77	1975-76 to 1976-77	
1	sua viel	en san		70	. 70		no change	
2	58	51	54	62	66	+15	+4	
3				- 56	59		+3 ,	
4 .	55*	49	46	51	56	+7	+5	
5		<u>-</u>	·	47	47	~~	no change	
6	46*	39	36	43	43	+4	no change	
7	44	÷ 40	39	46	46	+6	no change .	
8)	49	44	43	44	47	+3	+3 .	

^{--:} A dash is entered if students in this grade were not tested during this particular year.

The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.

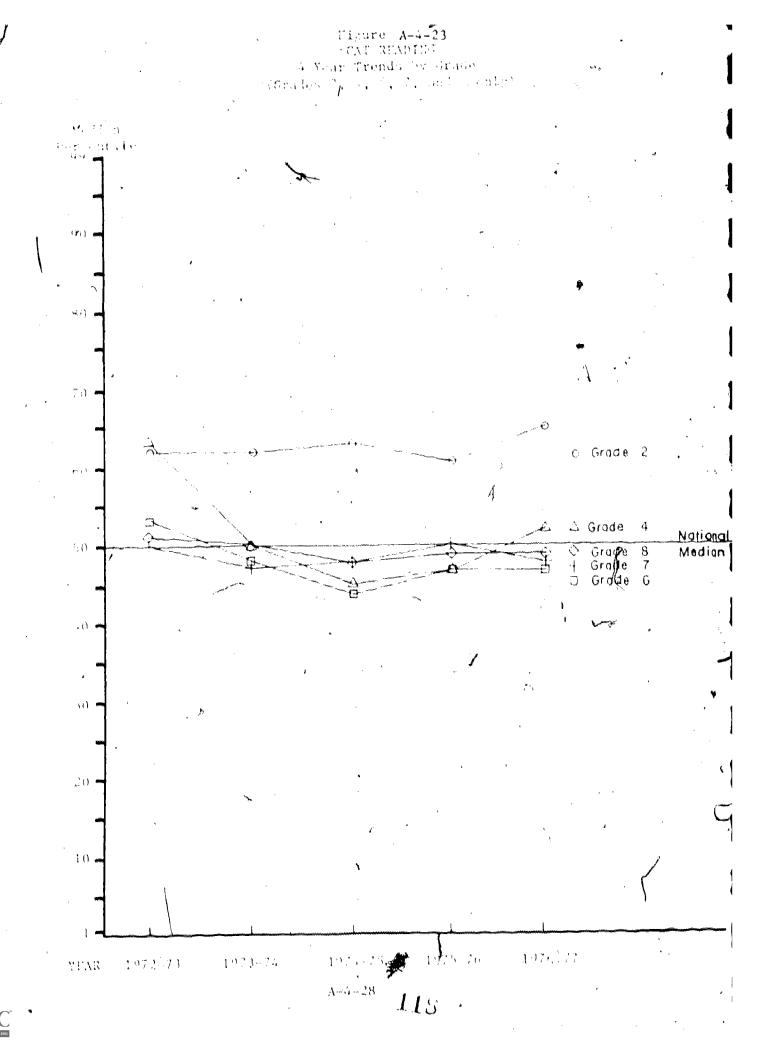
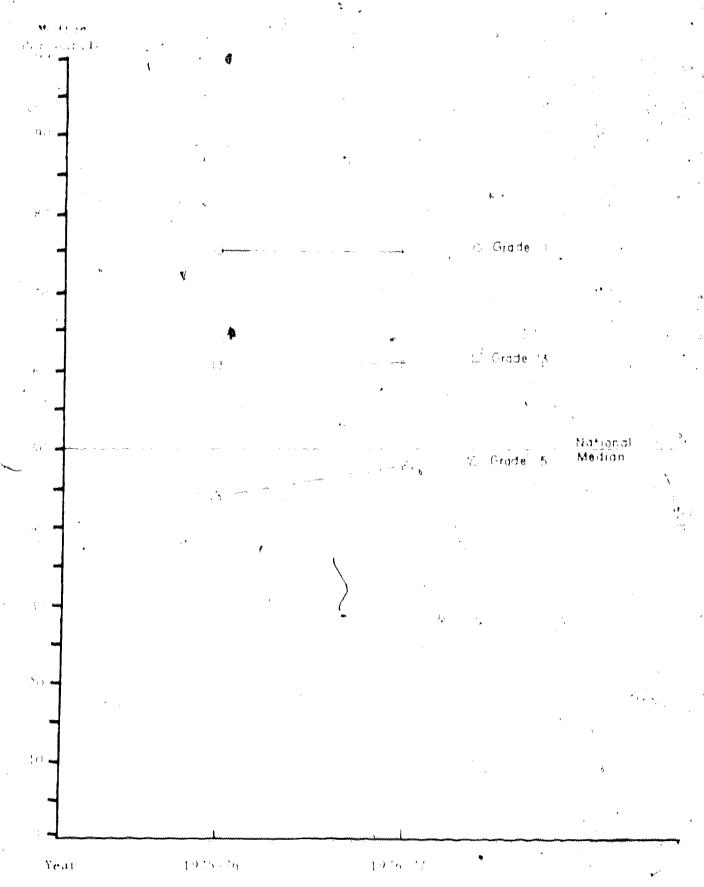


Figure A-4-24 .
CAT READING
2 Year Trend a by Grade (Grades 1, 3, and 5 only)



ERIC

1 5 20

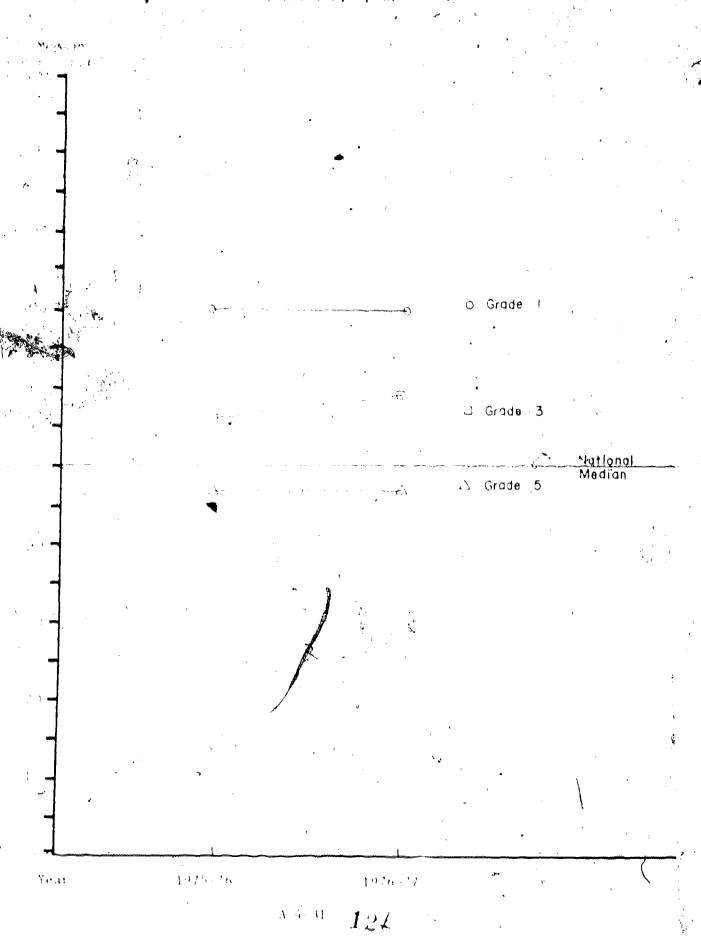
111

Figure A-0-25
At the Principle
A Water Transaction of the

Se 110 3 ्य के क्षत्र व Nation Mediar · Ordin 4 ∈ Grade II, 1 10 1 10 6 10

11111

Figure A-4-26
CAT MATHEMATICS
2 Tear Trends by Grade
(Grades 1, 3, and 5 only)



ERIC
Full Text Provided by ERIC

SUMMARY OF ACHIEVEMENT LONG RANGE "GAIN" OR "1058"1, Z
FROM 1973-74 to 1975-76
BY CAT TEST
ACROSS GRADES

GRA DE	· CAT TEST	Mediam of "Gain" or "Loss" from 1973-74 to 1976-77	Range of "Gain" or "Loss" from 1973-74 to 1975-76
Elementary Grades 2, 4, and 6	Reading Vocabulary Reading Comprehension Reading Total Math Computation Math Computation Math Total	+3 +3 +2 +10 +7 +7	-1 through +10 -1 through +7 -1 through +3 +10 through +15 +5 through +10 +4 through +15
Junior High Grades 7-8	Reading Vocabulary Reading Comprehension Reading Total Math Computation Math Computation Math Cocpts & Probs Math Total	-24 0 0 +64 0 +44	-2 through -3 -2 through +2 -1 through +1 +4 through +9 -2 through +2 +3 through +6
Grades 2,4, & 6-8 combined	Reading Vocabulary Reading comprehension Reading Total Math Computation Math Computation Math Computation Math Computation Math Total	-1 +2 +1 +10 +5 +6	-3 through +10 -2 through +7 -1 through +3 +4 through +15 -2 through +10 +3 through +15

The "gain" or "loss" summaries of this table are the "gains"/ "losses" reported in the last columns of Figures A-4-17 through A-4-22.

Zonly grades 2.4, and 6-8 were tested in 1973-74, therefore only these grades are included in this summary.

L22

SUMMARY OF ACHIEVEMENT SHORT RANGE "GAIN" OR "LOSS"1 FROM 1975-76 to 1976-77 BY CAT TEST ACROSS GRADES

GRADES	CAT TEST	Median of "Gain" or "Loss" from 1975-76 to 1976-77	Range of "Gain" or "Loga" from 1975-76 to 1976-77
Elementary Grades 1-6	Reading Vocabulary Reading Comprehension Reading Total Math Computation Math Chepts & Probs. Math Total	+1 +1 +2 +4 0 +14	0 through +5 -5 through +5 0 through +5 0 through +7 -3 through +5 0 through +5
Junior High Grades 7-8	Reading Vocabulary Reading Comprehension Reading Total Math Computation Math Chopts & Probs. Math Total	-2 0 -1 +3 ¹ 3 -4 +1 ¹ 3	-4 through 0 0 through '0 -2 through 0' +3 through +4 -4 through +4 0 through +3
Grades 1-8 combined	Reading Vocabulary Reading Comprehension Reading Total Math Computation Math Chopts & Probs. Math Total	0 0 0 +4 0 +15	-4 through +5 -5 through +5 -2 through +5 0through +7 -4 through +5 0 through +5

__lThe "gain" or "loss" summaries of this table are the "gains"/"losses" reported in the last columns of Figure $\Lambda-4-17$.

SUMMARY OF ACHIEVEMENT "GAINS" OR "LOSSES" 1
FROM 1973-74 TO 1976-77
BY GRADE
ACROSS ALL CAT TESTS 2

GRADE	Median "Gain" or "Loss" from 1973-74 to 1976-77	Range of "Gain" or "Loas" from 1973-74 to 1976-77		
	.10	+7 through +15		
2	+10			
4	+4	+3 through +10		
6	+3	-1 through +10		
3	+2	, -2 through +9		
8	-2	-3 through +4		

The "gain" or "loss" summaries of this table are the "gains"/
"losses" reported in the last columns of Figures A-4-19,
A-4-20, A04-22, and A-4-23.

The CAT Reading Total and CAT Math Total tests are not represented in this figure. These tests are represented by their component tests: Reading Vocabulary and Reading Comprehension for the Reading Total; and Math Gomputation and Math Concepts and Problems for the Math Total.

SUMMARY OF ACHIEVEMENT "CAINS" OR "LOSSES"1
FROM 1975-76 TO 1976-77
BY GRADE
ACROSS ALL CAT TESTS²

GRADE	Median "Gain" or "Logs" From 1975-76 to 1976-77	Range of "Gain" or "Loss" from 1975-76 to 1976-77
1	0	-3 through +2
2	+5	+2 through +7
3	0	0 through +5
4	+4 ¹ 3	+3 through +5
5	+1 ¹ 3	0 through +4
6	0	-5 through +4
7	-2	-4 through +3

The "gain" or "loss" summaries of this table are the "gains"/ "losses" reported in the last columns of Figures A-4-19.

The CAT Reading Total and CAT Math Total tests are not represented in this figure. Teese tests are represented by their component tests: Reading Vocabulary and Reading Comprehension for the Reading Total; and Math Computation and Math Concepts and Problems for the Math Total.

Figure, A-4-32

CAT READING VOCABULARY TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GR./	DES	MEDIAN	SCORES	"GAIN"
1975-	1976-	1975~	1976-	OR
1976	1977	1976	1977	"LOSS" ,
1st	2nd	77	68	-9
2nd	3rd	63	67	4
3rd	- 4th	56 56	54	-2
4th	5th	46	46	0,
5th	6th	46	46	: 0
6th	7th	. 46	5 <i>2</i>	+6
7th	8th	52	48	-4
1	L	Ī		

CAT READING COMPREHENSION TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRA	DES	MEDIAN	SCORES	"GAIN"
1975- 1976	1976- 1977	1975- 1976	1976- 1977	OR "IOSS"
lac	2nd.	75	67	-8
2nd "	_3rd	65	60	-5
3rd	4th	60	53	-7
4th	5th	48_	50	+2
5th	6th	46	50	+4
6th	7th	£ 45	49	+4
7th	8th	53	54	+1

CAT READING TOTAL TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRA	DES							"GAIN"
1975- 1976	1976- 1977	1975- 1976	1976- 1977	or "loss"				
lst	2nd	. 76	67	-9				
2nd	3rd	62	61	-1				
3rd	4th	61	52	-9				
4th	5th	47	48	+1				
5th	6th	46	48	+2				
J _{6th}	7th	47	50	+3				
7th	8th	52	51	-1				
	1		1					

CAT MATH COMPUTATION TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRA	DES	MEDIAN	SCORES	"GAIN"
1975- 1976	1976 - 1977	1975- 1976	1976- 1977	OR "LOSS"
1st	2nd	71	69	-2
2nd	3rd	63	72	+9
3rd	4th	62	58	-4
4th	5th	54	50	=4
5th	6th	47	44	-3
6th	7th	46 ,*	49	+9
7th	8th	45	49	+4

Figure A-4-36

CAT MATH CONCEPTS & PROBLEMS TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRA	DES	MEDIAN	SCORES '	"GAIN"
1975- 1976	1976- 1977	1975- 1976	1976- 1977	OR "LOSS"
1st	2nd	70	^ 64	≂ 6
2nd	3rd	55	53	-2
3rd	4th	53	51	-2
4th	5th	46	49	+3
Sth	6th	(49 🕏	4.7	-2
6th	7th	47	51	+4
7th	8th	51	50	-1

CAT MATH TOTAL TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRA	DES 7	MEDIAN		
1975- 1976	1976- 1977	1975- 1976	1976- 1977	OR "LOSS"
lst	2nd	. 72	66	-6
2nd	3rd	63	61	-2
3rd	4th	59	56	-3
4th	5th	51	49	, -2
5th	6th	47	46	. 1 -1
6th	7th	41	48	+7
7th	8th	48	49	+1

APPENDIX A CALIFORNIA ACHIEVEMENT TEST

Part 5 (Evaluation Question 2-2)

PURPOSE:

The purpose of Part 5 of this appendix is to provide information to answer Evaluation Question 2-2, which is stated below:

In which general curriculum areas is student achievement the lowest? In which is it the highest?

PROCEDURE:

Data Collection. The method of data collection, and the consequences of this method, have already been described in Part 1 of this appendix.

Analyses. To answer Evaluation Question 2-2, the differences between the 1976-77 districtwide median percentile scores were examined, for all grades, between (1) Reading Total and Math Total, (2) Reading Vocabulary and Reading Comprehension, and (3) Math Computation and Math Concepts and Problems. The number of differences favoring each, of the tests in one of the above pairs, and the magnitude of these differences, were considered for all grades.

To assess the variability of the data, and to determine if the patterns of these differences might indicate some long range trends, the differences for each of the three pairs of tests, for each grade, were also determined for each of the three preceding years, beginning with 1973-74.

These comparisons, for 1976-77 and for the long range trends since 1973-74, form the basis for answering Evaluation Question 2-2.

FINDINGS:

What are the differences between the Reading Total 1976-77 median percentile scores and the corresponding Math Total median scores? The 1976-77 Reading Total median is greater than the Math Total median for six of the eight grades considered. Only in Grades 2 and 4 was the Math Total median greater than the Reading Total median.

These data are presented in Figure A-5-1. Figure A-5-2 also displays the differences for each grade in 1976-77, as well as for each of the three preceding years. An inspection of Figure A-5-2 reveals a large amount of consistency, across the past four years, in this tendency for higher achievement in reading. Only in Grades 2 and 4 is there any reversal in the relative achievement between reading and mathematics.



These reversals at Grades 2 and 4 may merely represent changes in emphasis, wince after the reversal is made, resulting in higher achievement in mathematics (beginning in 1975-76, for second grade; beginning in 4974-75 for fourth grade), the mathematics achievement continues to dominate reading achievement. Two noteworthy facts may be observed by an inspection of Figure A-5-2:

- During the current year, reading achievement is higher than mathematics achievement for most grades.
- During the amplier years, reading achievement was also higher than mathematics achievement, but much more so than it is today. In other words, the trend over the past four years has been to reduce the discrepancy between reading achievement and mathematics achievement.

What are the differences between the Reading Vocabulary 1976-77 median percentile scores and the corresponding Reading Comprehension median scores? The 1976-77 Reading Comprehension median is greater than the Reading Vocabulary for five of the eight grades considered. Only in Grades 1. 2, and 6 is the Reading Vocabulary median higher.

These data are presented in Figure A-5-3. Figure A-5-4 also displays the differences in median scores for each grade in 1976-77, as well as for each of the three preceding years. An inspection of this figure reveals that only for Grade 4 is there evidence of a stable trend. In this case, the trend is towards a greater predominance of reading comprehension achievement over reading vocabulary achievement. For all other grades, there is either no enough evidence or the evidence is not consistent enough to suggest trends.

What are the differences between the Math Computation 1976-77 median percentile scores and the corresponding Math Concepts & Problems median scores? The 1976-77 Math Computation median is greater than the Math Concepts & Problems median in each of Grades 1-5; in Grades 6 and 7, the Math Concepts & Problems median is greater; in Grade 8, there is no difference.

These data are presented in Figure A-5-5. Figure A-5-6 also displays the differences in median scores for each grade for 1976-77, as well as for each of the three preceding years. An inspection of Figure A-5-6 reveals two facts:

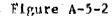
In Grades 1.5, achievement in math computation has consistently been higher than achievement in math concepts and problem-solving. In Grades 6-8, however, this position is reversed; achievement in math computation has consistently been lower than achievement in math concepts and problem-solving.

In all grades, there is an apparent trend, since 1974-75, towards increasing achievement in math computation. For the lower grades, where math computation achievement was always higher than math concepts and problem-solving achievement, achievement in computation is becoming even higher. In Grades 6-8, where math computation achievement has always been lower than math concepts and problem-solving achievement, achievement in computation is increasing so that the difference between achievement in the two math areas is becoming less.

READING TOTAL AND MATH TOTAL 1976-77 DISTRICT WESE MEDIAN PERCENTILE SCORES

		MEDIAN PERCENTILE		r		
	GRADE	reading Total	MATH JATOT	- DIFFERENCE ¹		
in.	1 2	75 65 - 61	70 66 50	1.3 W	+5 -1 +2	
	4 5	5.2 4.4	54 47	•	-4 -4 +1	
	7 8	48	45 47		+2 +2	

The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate greater achievement in reading, and negative differences indicate greater achievement in mathematics.



DIFFERENCES BETWEEN DISTRICTWIDE MEDIAN PERCENTILES
FOR 1973-74 THROUGH 1976-77-

GRADE	DIFFERENCE	IN DESTRICTWE	IN DISTRICTWIDE MEDIAN PERCENTIL		
	1973-74	1974~75	1975-76	1976-77	
1	,	AN AN	43	+ 5	
· • • · · ·	+11	+9	-1	-1	
3 .		74 AV	+5	+2	
2	+1	~J.	-4	-4	
6	+9	+8	-3 +4	+4	
γ	+7	49	+4	+2	
8	, .+6	+5	+5.	+2	

The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate larger achievement in reading, and negative differences indicate larger achievement in mathematics.

A dash is entered if students in this grade were not tested during this particular year.

Pigure A-5-3

READING VOCABULARY AND READING COMPERHENSION 1976-71 DISTRICT WIDE MEDIAN BERICHNILE SCORES

4	MEDIAN P		
GRADE	READING READING VOCABULARY COMPREHENSIC		DIFFERENCE
1 2 3 4 5 6 7 8	75 68 56 40 46 46 48	68 65 60 50 50 45 40 51	+7 . +344444113

The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate greater achievement in reading, and negative differences indicate greater achievement in mathematics.



READING VOCABULARY AND READING COMPRUNENSION

DIFFERENCES BETWEEN DISTRICTWIDE MEDIAN PERCENTILES
FOR 1973-74 THROUGH 1976-77

20155	DIFFERENCE I	IN DISTRICTWIDE	MEDIAN PERCEN	TILE SCORES
GRADE .	1973-74	197475	1975-76	1976-77
1 2 3 4 5, 6 7 8	 +4 +1 +3 -2	+1 -2 -2 -1 +1 +2	+5 0 -4 -2 0 -4 +3 -3	+7 +3 -4 -4 -4 +1 -1 -3

The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate larger achievement in reading, and negative differences indicate larger achievement in mathematics.

-: A dash is entered if students in this grade were not tested during this particular year.

MATH COMPUTATION AND MATH CONCEPTS & PROBLEMS 1976-77 DISTRICT WIDE MEDIAN PERCENTILE SCORES

,	MEDIAN PI	MEDIAN PERCENTILE		
GRADE	MATH COMPUTATION	MATH CNCPS & PROBS	DIFFERENCE	
1	71	67	+4	
2	67	60	+7	
3	67	53	+14	
4	58	51	+7	
5	50	وب	* +i	
6	44	47:	-3	
7	45	<u>-7</u>	-2	
8	46	46	O	
r				

The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate greater achievement in reading, and negative differences indicate greater achievement in mathematics.



MATH COMPUTATION AND NATH CONCEPTS & PROBLEMS
DIFFERENCES BETWEEN DISTRICTWIDE MEDIAN PERCENTILES
FOR 1973-74 THROUGH 1976-77

95.57	DIFFERENCE I	N DISTRICTWIDE	MEDIAN PERCEN	TILE SCORES
GRADE -	1973-74	1974-75	1975-76	1976-77
1 2 3 4 5 6 7 8	-2 -2 -6 -0 -6	+1 +7 -6 -9 -7	+1 +5 +9 +9 -2 -/ -10 -7	+4 +7 +14 +7 +1 +3 -2 0

The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate larger achievement in reading, and negative differences indicate larger achievement in mathematics.

--: A dash is entered if students in this grade were not tested during this particular year.



APPENDIX A CALIFORNIA ACHIEVEMENT TESTS

Part 6 (Evaluation Questions 2-3 and 2-4)

PURPOSE

The purpose of Part 6 of this appendix is to provide information to answer Evaluation Question 2-3, stated below:

How does Austin achievement in the general curriculum trans compare with nationwide achievement in these areas?

and to provide information to answer Evaluation Question 2-4, stated below

How does Austin achievement in the general curriculum areas compare with urban district achievement in these areas?

It should be noted that the information that is considered in this part of the appendix and that which is considered in Part 5 is very similar differences between AISD achievement and achievement by the national norming sample. The purposes of the evaluation questions that are considered in these two parts are nevertheless very different. In Part 5, the purpose of Evaluation Question 2-2 is to provide a ranking of Austin achievement for different subject areas and for different grades. The use of the national norms is only for the purpose of facilitating this ranking. However, in this part of the appendix is the comparison of Austin achievement with the national norms themselves.

PROCEDURE:

Data Collection. The method of data collection, and the consequences of this method, have already been described in Part 1 of this appendix.

Analyses. Two descriptive summaries of the Austin testing results, in comparison with the norming results, are considered.

In the first method, the differences between the districtwide median percentile scores (based both on the national norming population and also on the urban norming population) and the 50% ile point are considered. These differences provide a concise summary of the extent to which the central tendency of AISD achievement scores is different from the central tendency of the national norming population, and also



the extent to which the central tendency of AISD achievement scores is different from the tentral tendency of the urban district norming population.

The CAT urban norming population is derived from school districts with a minimum enrollment of 1,923 students per grade (per personal communication with Bob Hudson, Regional Representative, CT3/McGraw-Hill). Nine districts were included in this urban district norming sample:

Worchester, Mass. Clifton, N.J. Chicago, Ill. Ft. Wayne, Ind. Wichita, Kansas Columbia, S.C. Tucson, Ariz. Fresno Calif. Inglewood, Calif.

For the first type of descriptive comparison, the differences between the districtwide median percentile scores and the 50%1le point are considered. These differences provide a concise summary of the extent to which the central tendency of AISD achievement scores is different from the central tendency of the national norming sample.

A different perspective is provided by the second type of comparison, which considers both the median and the first and third quartile points. Such a consideration provides more information than does the median alone. In particular, this type of presentation is useful in counteracting a shortsighted viewpoint that assumes that if a median percentile is above the national norm, then "all is well:" and if a median percentile is below the national norm, then the opposite is true. This median and quartile information is similar to that presented in Part 4 of this appendix.

However, the median and quartile information presented here is different in one way. This difference is made in order to adjust for a tendency of the percentile scale to exaggerate differences in the mid-percentile range and to minimize differences in the outer ranges of the percentile scale.

For example, suppose that the median percentile scores for two tests were 45%ile and 40%ile. Achievement on the first test is five percentile points below the norm and achievement on the second est is ten percentile points below the norm. One might be tempted to believe that the "deficit" on the second test was twice the deficit on the first test. However, if the distortion that was introduced by the percentile scale were corrected, it would be found that the "deficit" represented by achievement on the second test was, in fact, more than twice the "deficit" represented by achievement on the first test.

P

A graphic adjustment of this type of distortion can be made by "squeezing together" the percentile points in the mid ranges of the scale and by "spreading apart" the percentile points in the higher and lower ranges of the scale. This type of graphic adjustment is done in this part of the appendix.

When this graphic adjustment has been done, the middle one—third of the percentile score range is identical to the stanine scores of 4, 5, and 6: the "average" achievement scores. By considering the degree of overlaps between (1) the Austin 1st Quartile—3rd Quartile range and (2) the stanine 4-6 range, it is possible to assess how well the entire middle 50% of Austin students are doing.

FINDINGS

How do the district median scores compare with the median scores of the national norming sample? Figure A-6-1 details the differences between the districtside median percentile scores (based on the national norming smaple) and the 50% ile point. An inspection of this figure reveals several facts:

In Grades 1 through 3, and for the most part in Grade 4, the district vide median percentile scores were higher than the 50% ile point. In Grade 1, all district vide median percentile scores were at least seventeen points above the 50% ile point.

How do the districtwide median scores compare with the median scores of the urban district sample? Figure A-6-2 details the same type of information that was provided in the previous figure, except that the urban district norms are used as a reference. An inspection of this figure reveals that the districtwide median percentile scores are consistently higher than are those of the urban district sample, for each CAT test in each grade. The differences reported in Figure A-6-2 range from eight points above the urban district median to thirty-five points above the urban district median.

Figures A-6-3 through A-6-14 provide a graphic presentation of these same facts. The first six of these figures illustrate Austin Schievement in comparison to the national norming sample. The last six figures illustrate Austin achievement in comparison to the urban district norming sample.

These figures seem to emphasize the following additional facts:

- . The districtwide median percentile does not characterize all Austin students. Even the middle 50% of Austin students (scoring between the 1st quartile and the 3rd quartile) have achievement scores in a wide range above and below the median.
- For those tests with median percentile scores below the national norm, there are many Austin students scoring above the 50% ile point. For those tests with median percentile scores above the national norm, there are many Austin students with scores below the 50% ile point.



Figure A-6-1

DIFFERENCES BETWEEN DISTRICTWIDE 1916-77 MEDIAN PERCENTILE SCORES AND THE 50th PERCENTILE POINT BASED ON A NATIONAL NORMING¹

GRADE	Reading Vocabulary	Reading Comprehension	Reading Total	Math Computation	Math Concepts & Problems	Math Total
<u> </u>	+25	+18	+25	+21	+17	+20
2	+18	+15	+15	+17	+10	+16
3	+6	+10	+11	+17	. +3 ·	+9 .
4	-1	+3	+2	. +8	+1	+6
5	-4.	0 ,	-2	, 0	~1	-3
. 6	-4	-5	-3	-6	~3 ;	-7
7	-2	-1	-2	- 5	~3	-4
8	-2	+1	-1	-4	4	-3

¹All differences are computed as AISD median (national norming) percentile - 50%ile.

Figure A-6-2

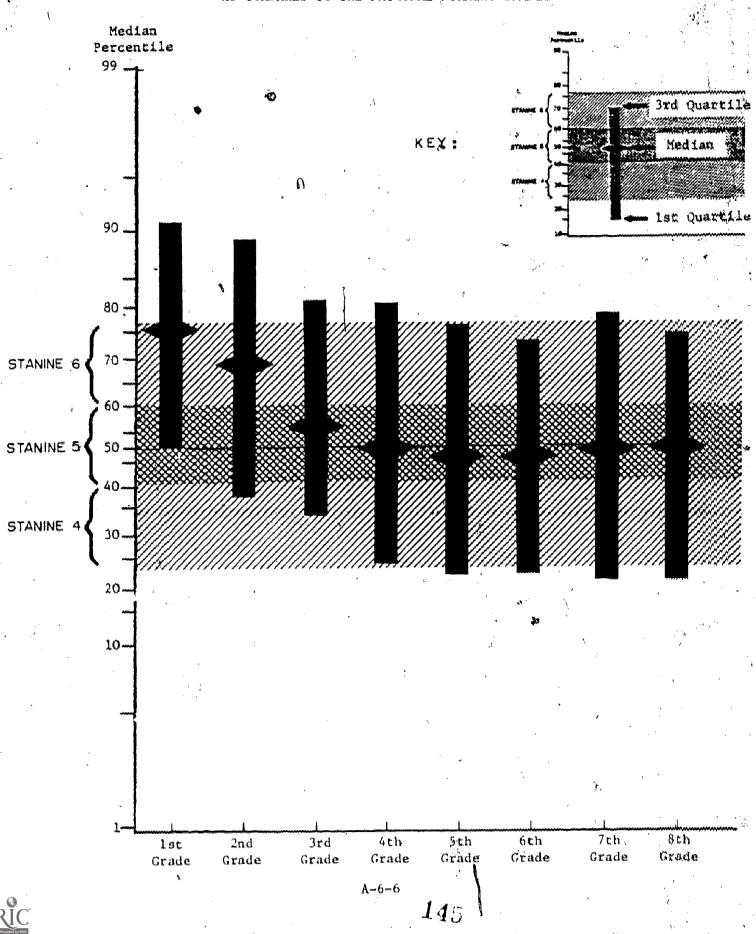
DIFFERENCES BETWEEN DISTRICTWIDE 1976-77 MEDIAN PERCENTILE SCORES AND THE 50 PERCENTILE POINT BASED ON AN URBAN DISTRICT NORMING

. GRADE	Reading Vocabulary	Reading Comprehension	Reading/ Total	Math Computation	Math Concepts & Problems	Math Total
1	+35	+26	+34	+29	+28	+29
2	+26	+23	+24	* +23	+20	+24
3	+18	+23	+24.	+26	+18	+22
4	+13	+16	+16	+18	+16	+18
5	+12	+14	+14	+16	+16	+14
6	+10	+8	+10	+8	+11	÷-8
7	+17	+19	+18	+12	+17	+15
8	+17	+17	+18	+15	+15	+1.6

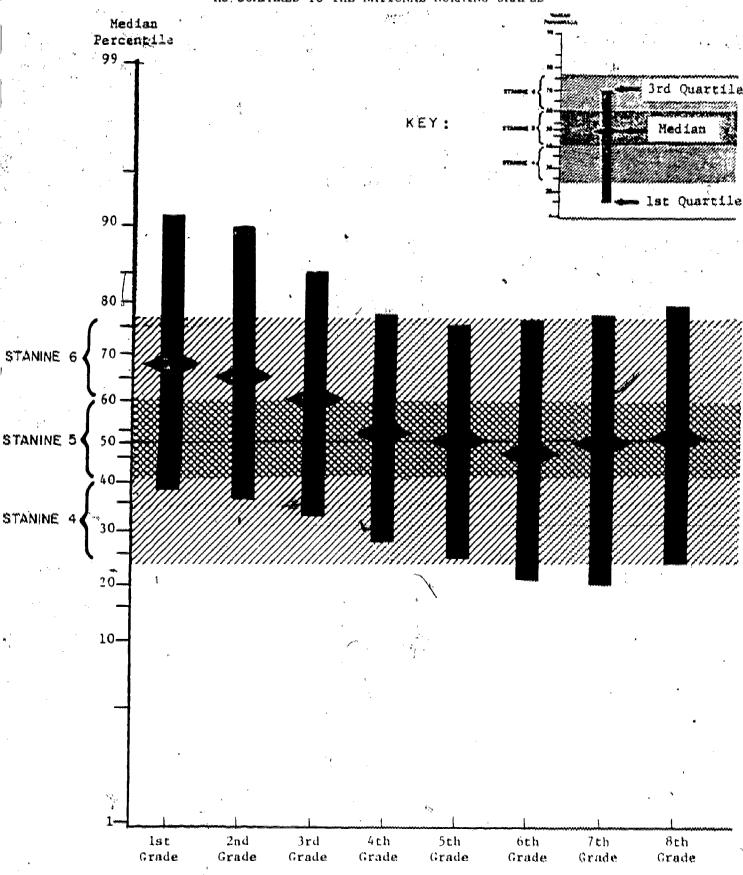
All differences are computed as AISD median (urban district norm) percentile - 50% ile.

Figure A-6-3

MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT READING VOCABULARY AS COMPARED TO THE NATIONAL NORMING SAMPLE



MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT READING COMPREHENSION AS COMPARED TO THE NATIONAL NORMING SAMPLE

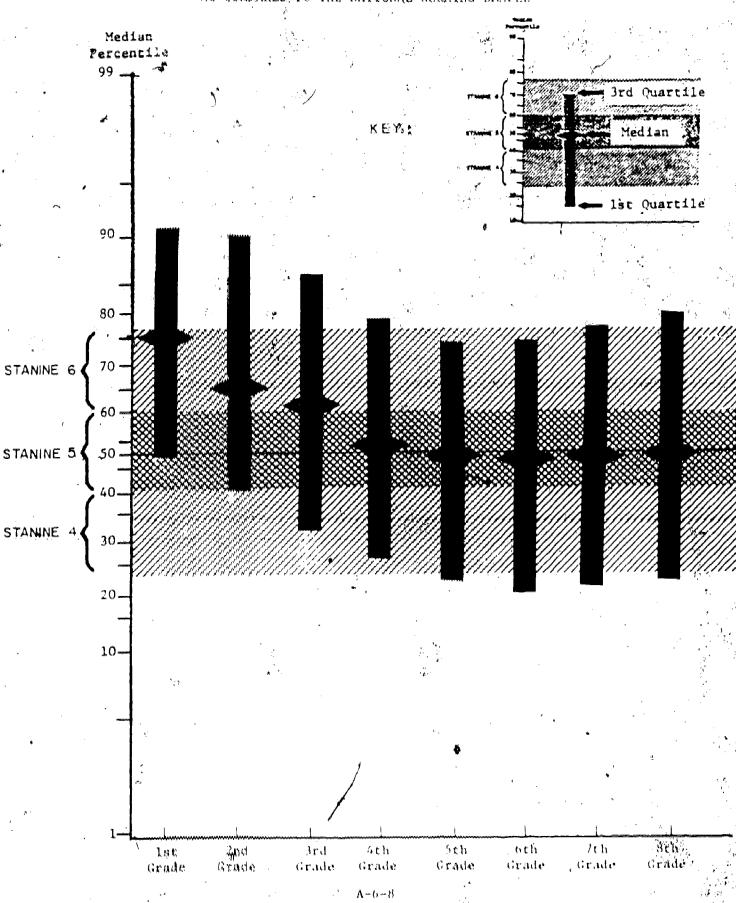




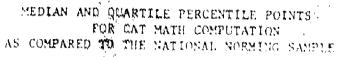
A-6-7

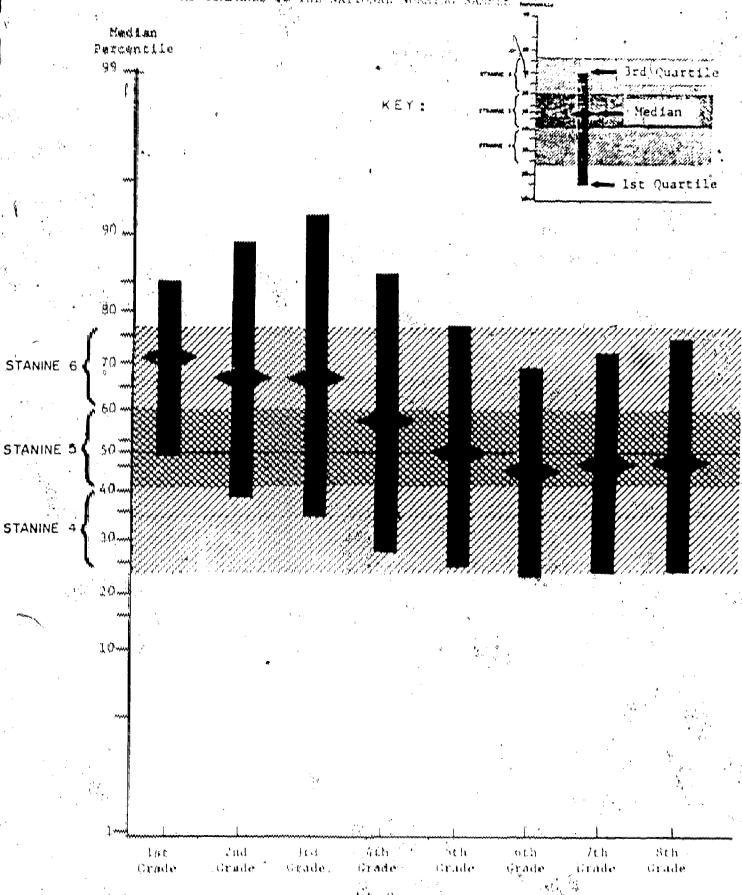
Figure A-6-5

MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT READING TOTAL AS COMPARED TO THE NATIONAL NORMING SAMPLE





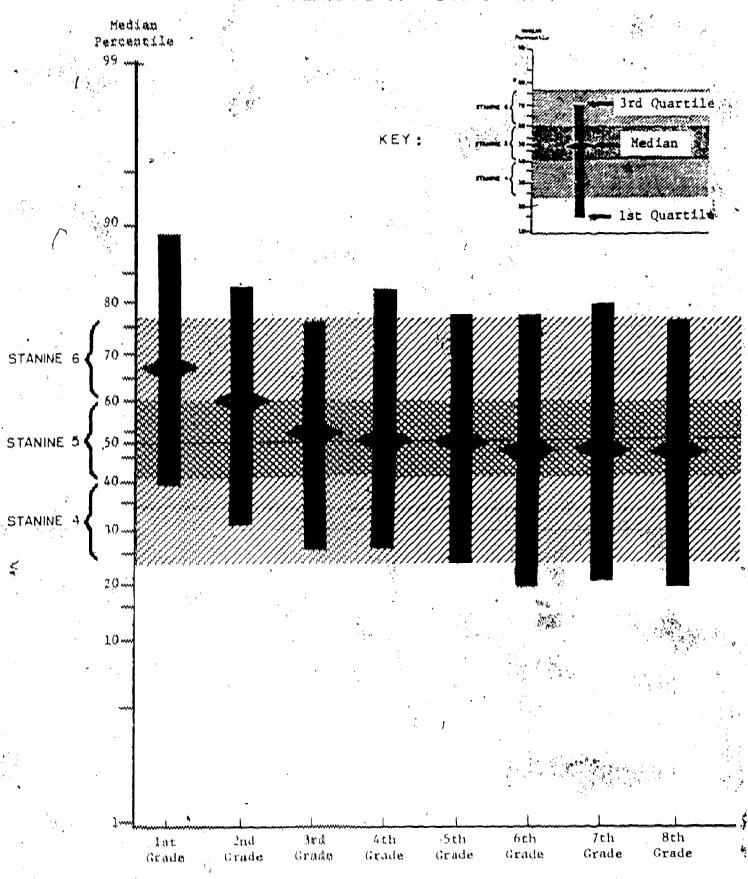




ERIC

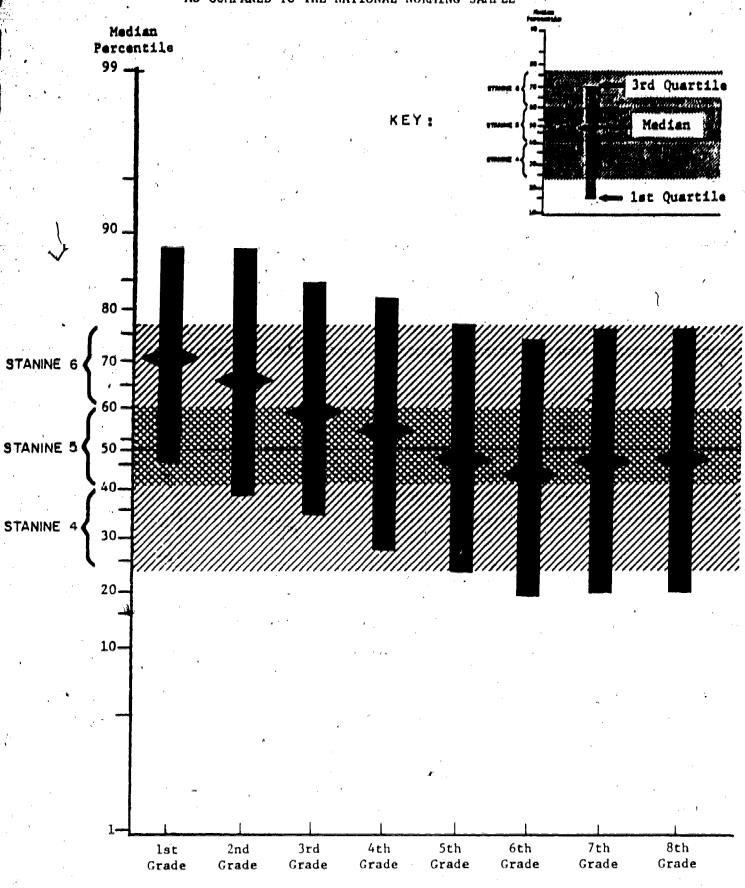
Figure A-o-7

MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT MATH CONCEPTS AND PROBLEMS AS COMPARED TO THE MATIONAL NORMING SAMPLE



A-6-10

MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT MATH TOTAL AS COMPARED TO THE NATIONAL NORMING SAMPLE



A-6-11

15.0

Pigure A-6-

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT READING VOCABULARY
AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE

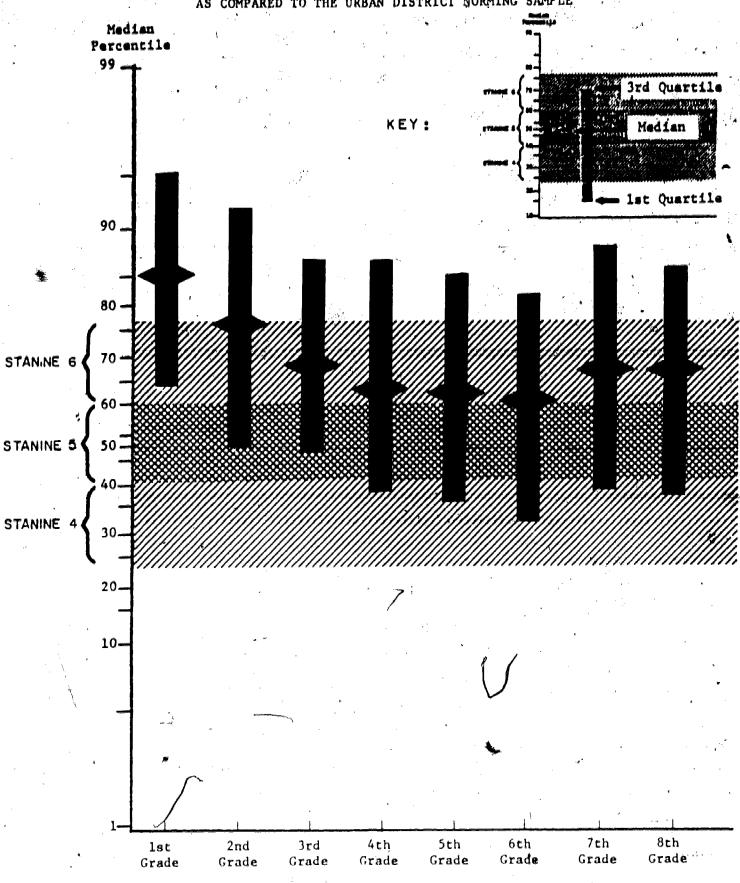
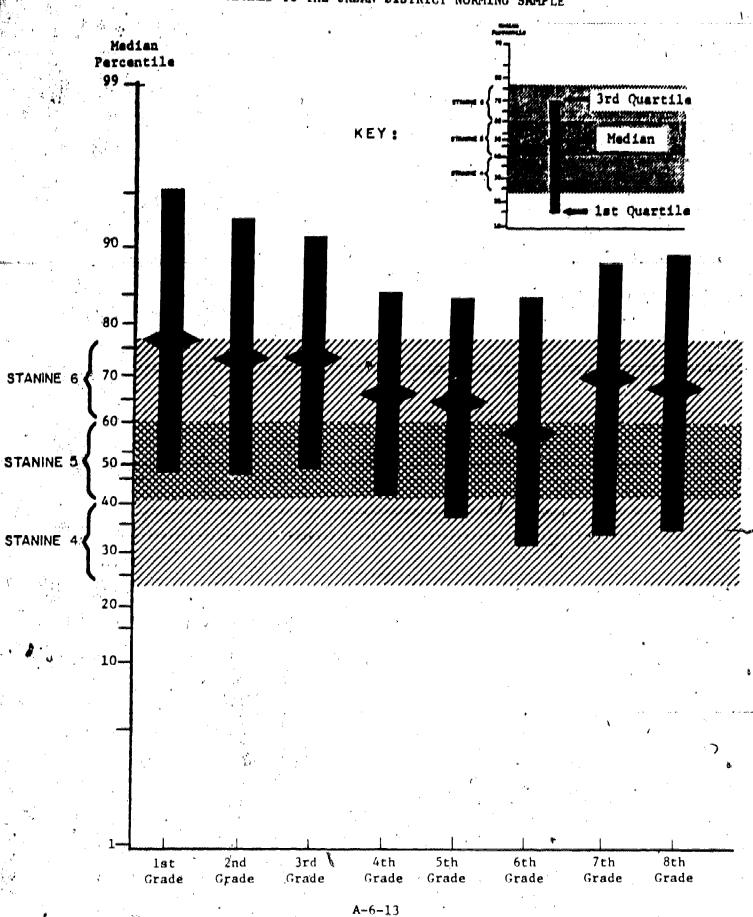
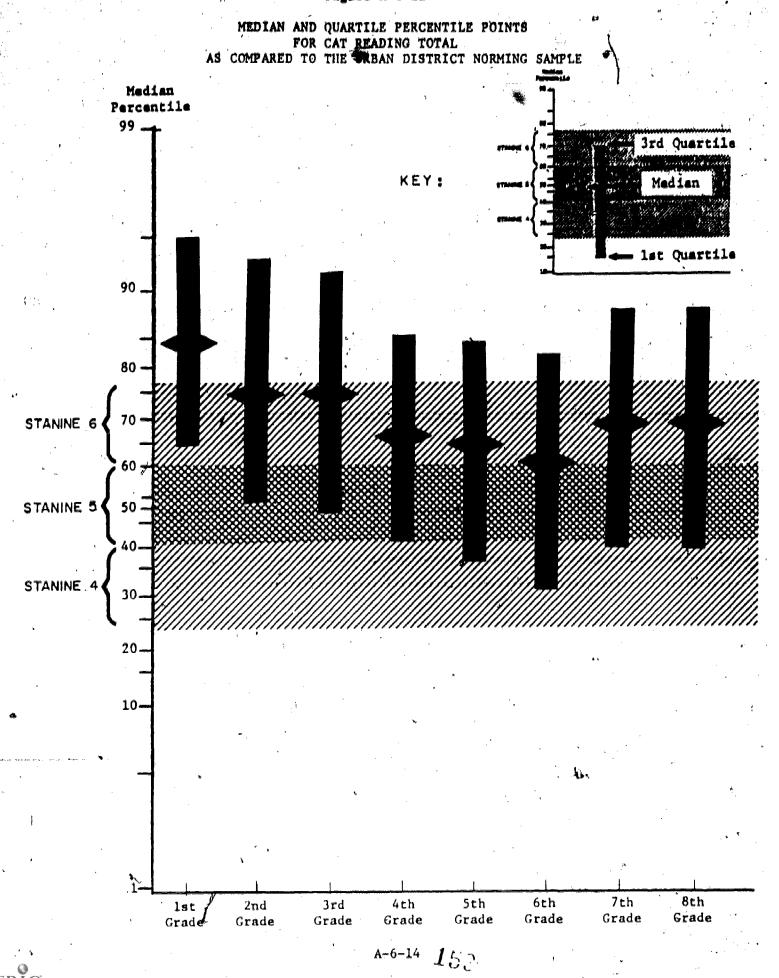


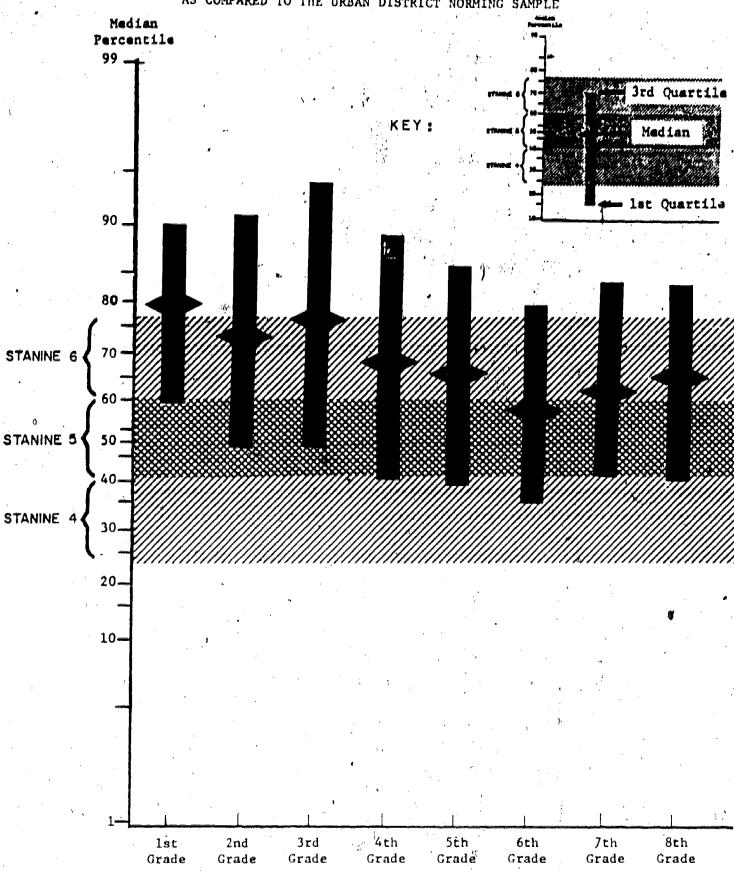
Figure A-6-10 MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT READING COMPREHENSION AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE



Viture A-6-11



MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT MATH COMPUTATION AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE



MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT MATH CONCEPTS AND PROBLEMS
AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE

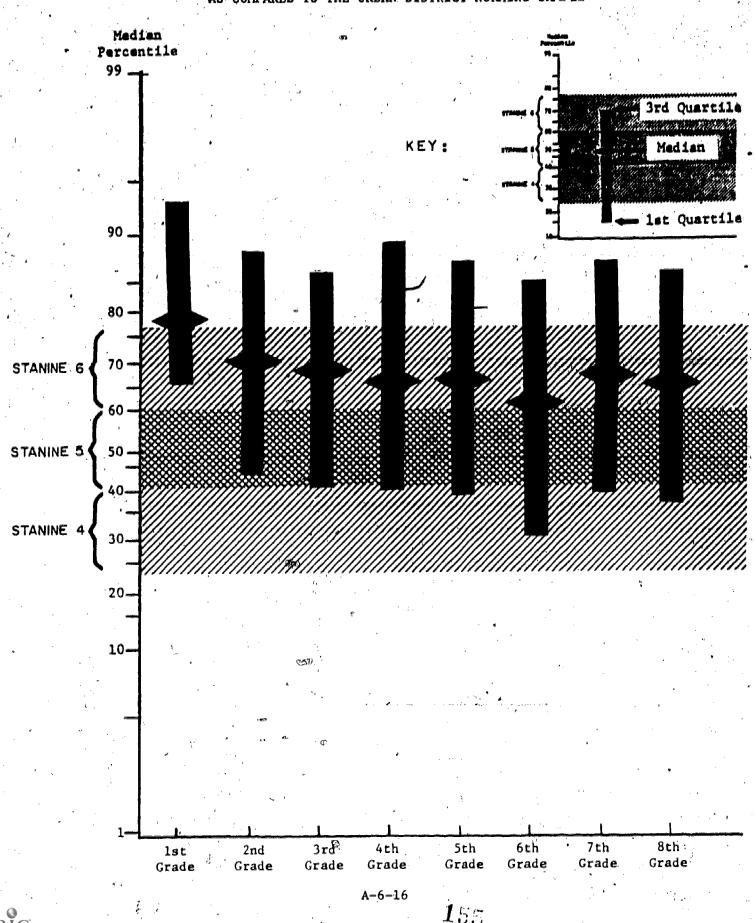


Figure A-6-14 MEDIAN AND QUARTILE PERCENTILE POINTS AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE Percentile 99 _ 90 1st Quartile 80 TANINE 6 TANINE 5 50 TANINE 4 20 10lst 2nd 3rd 4th 5th 6th 7th 8th Grade Grade Grade Grade Grade Grade Grade • Grade

Appendix B
Sequential Test of Educational Progress

Brief description of the instrument:
The STEP is a battery of achievement tests designed to measure student skills in the academic areas of Reading, English Expression, Mechanics of Writing, Mathematics Computation and Concepts, Social Studies, and Science.

To whom was the Instrument administered?

All high school students in 9 Austin high schools. Only special education students spending more than two hours per day in special education classes and non-English speaking students were exempted from the testing.

How many times was the instrument administered?

Once.

When was the instrument administered?

5 of the high schools administered during the week of April 11. Two high schools administered the tests during each of the two succeeding weeks

Where was the instrument administered? In each AISD high school.

Who administered the instrument? Counselors at each school with teachers acting as monitors, using the school's public address system.

What training did the administrators have?

Inservice from ORE and written instructions including a packet of materials with a checklist to follow and three scripts to use for test administration.

Was the instrument administered under standardized conditions?

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems.

Who developed the instrument?

Education ' Osting Service, Princeton, N.J. and Berkeley, California.

What reliability and validity data are available on the instrument? Extensive tables for each test component in the series may be seen in the Teacher's Manual for Administering and Scoring.

Are there norm data available for Anterpreting the results?

Norm data are available in the publisher's manual.

APPENDIX B SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 1 (Evaluation Question 1-1)

PURPOSE:

The purpose of Part 1 of this appendix is to provide information to answer Evaluation Question 1-1, stated below:

How does student achievement in each basic skills area compared with student achievement last year in these basic skills areas?

The basic skills areas referred to in the above evaluation question include very specific skills, such as comprehension of the main idea in a reading passage, or the interpretation of history information. They do not include the broad curriculum areas that would contain these specific skills, such as Reading or Social Studies. Such broad curriculum areas are considered in other parts of this appendix.

PROCEDURE:

Data Collection. All seven STEP tests were administered in a two-day period. The testing schedule that was utilized is described in Figure B-1-1.

Since there were not enough test booklets available for all high school students to be tested simultaneously, different high schools were tested on different days. Figure B-1-2 details the testing days for each school.

All high school students were to be administered the STEP battery, with some authorized exceptions. The following policy was provided to all high schools for determination of those students who could be exempted:

Students may be exempted.....

who are enrolled in a <u>self-contained special</u>
education class and some other special education
resource students for whom the STEP testing
would be disastrously unpleasant. There will,
of course, be many special education students
who should not be exempted from the testing;
these are students who spend less than two
hours each day in the Resource Room.

a foreign country and who do not yet speak or read English well enough to be able to understand the testing questions.

No other students may be exempted.

Despite the policy regarding mandatory testing of all students except in the two exemption categories described above, many students were not administered the STEP tests. Senior students who would be graduated before the third quarter of the year (the STEP tests were administered during this third quarter) were not tested. Also, any students who transferred out of the district or dropped out of school before mid-April were not tested. Finally, students who were absent during one or both of the testing days were not tested, since no make-up testing administrations were provided.

The student absentee problem is a particularly serious one because of the excessive number of absences, especially for 12th grade students. Figure B-1-3 provides specific details regarding the percentages of students who participated in the testing, of students who were exempted from testing, and of students who were absent.

The districtwide summary information displayed in Figure B-1-3 indicates that senior absenteeism is especially serious—only 62% to 68% of AISD seniors participated in the STEP testing. The amount of absenteeism at the lower grades is not as great, but it is still quite large: 79%-83% of 11th grade students took the test, 84% - 86% of the Grade 10 students took the test, and 87%-88% of the Grade 9 students took the test.

To assess the possible biasing effects of this absenteeism, the median percentile score for each STEP test, during the previous year, was computed for those students who also took the STEP tests during the current year. These median percentiles were compared to the districtwide median percentile acores during the 1975-76 year. The results are displayed in Figure B-1-4.

The data in Figure B-1-4 indicate that 1975-76 median percentile scores for students who also participated in the 1976-77 STEP testing are generally higher than are the districtwide 1975-76 median percentile scores. This phenomenon is a commonly occurring one, probably because higher achieving students tend to be those students who do not transfer in or out of the district.

It is significant to note, however, that these differences are about the same for each 1975-76 grades represented in Figure B-1-4. If absenteeism were creating a bias, it is reasonable to assume that the differences between the medians would vary according to the degree of absenteeism. This is not the case. There is therefore no evidence to support the assumption of a biasing influence of absenteeism.

There is a possible bias due to the testing scheduler of reference back to Figure B-1-1 indicates that the testing consisted of about four hours per day for two consecutive days. Because of this concentrated testing schedule, it is possible that student fatigue may have resulted in lower than expected scores for the tests administered in the later part of each day.

This possible fatigue factor was considered in last year's Systemwide. Evaluation Technical Report. The evidence available at that time indicated that fatigue was evidently not a strong influence on the testing results. Because of continued concerns in this area, the question of a possible relationship between fatigue and the test results is again considered this year.

Figure B-1-5 is a graphic display of the overall 1976-77 test results, by grade, of the different STEP tests when the sequence of test administration is taken into account. An inspection of this figure would appear to indicate that students do become progressively more tired, with each succeeding test, so that overall test performance becomes lower during the later part of each day.

However, a consideration of other available evidence suggests that even though this fategue factor may exist, it is definitely not as strong as Figure B-1-5 might suggest. A summary of this evidence is as follows:

- If the fatigue factor were operative, then its effects should be displayed during the second day's testing, as well as during the first day's testing; perhaps even more so. However, Figure B-I-5 clearly indicates that this is not the case; the overall lowering of median percentiles, from the earlier tests of the second day to the later tests of this second day are far less extreme than are the overall lowering of median percentile scores during the first testing day.
- In five instances, the change in median percentile scores from one test to the next administered test during the same day is either zero (12th grade students, between the sixth and seventh tests), or is an increase (12th grade students and 10th grade students, between the third and fourth tests; 11th grade students between the fifth and sixth tests; and 10th grade students between the sixth and seventh tests).
- Some of the differences in STEP median percentiles, which might be considered to be caused by fatigue, also exist in other test administrations in which no fatigue due to test sequencing exists.

For example, the districtwide 9th grade median percentile score for STEP Math Concepts (the first test of the first day) is higher than the districtwide 9th grade median percentile score for STEP Reading (the second test of the first day) and is also higher than the , districtwide 9th grade median percentile score for STEP Math Computation (the second test of the second day). But this same phenomenon has occurred in other (non-STEP) testing administrations for which there was little opportunity for fatigue effects to be a debilitating influence. During the 1972-73, 1973-74, and 1974-75 years, Austin 9th grade students were administered the California Achievement Tests. Only the Reading and Mathematics parts of the CAT were administered, and the total administration, including instructions, took little more than two hours. Therefore, fatigue can hardly be considered as a factor in accounting for the differences between the Math Computation, Math Concepts, and Reading CAT tests. Since the 9th Grade STEP testing results in reading and mathematics parallel those CAT results during earlier years for 9th grade, it is probable that the STEP results are basically a reflection of differences in 9th grade students' achievement level in these different curriculum areas, and do not reflect the effect of student fatigue.

Another instance is the SAT testing results for Austin seniors. During the five years from 1971-72 to 1975-76, the percentile corresponding to Austin 12th grade students. SAT Math mean score was 53% ile, and the percentile corresponding to Austin 12th grade students. SAT Verbal mean score was 36% ile. These SAT administrations involve a random ordering of the mathematics and verbal parts of the test so that about half of the Austin seniors took the math test first and the other half took the verbal test first. Consequently, fatigue due to test sequencing cannot be considered as a factor in the relatively higher Austin seniors' performance in mathematics.

Again, as in the previously cited example involving 9th grade CAT testing results; the STEP 12th grade testing results parallel the SAT testing results for seniors. That is, senior performance in the two STEP Math tests (covering roughly the same type of content as is in the SAT Math test) is generally superior to senior performance in the three STEP language tests (which cover roughly the same type of content as is in the SAT Verbal test). Thus in this instance, it is also apparent that differences between the various STEP tests reflect differences in AISD student achievement in the various curriculum areas; and do not reflect the influence of fatigue.

This year, for the first time, preslugged answer sheets were utilized to increase the accuracy of the student and school identifying information which is obtained from these answer sheets, and to reduce the tiresome task of hand bubbling of this necessary information. These preslugged answer sheets, when delivered to the high schools, contained all student and school identifying information already printed and bubbled, by computer. Figure 1-1-6 is an example of the type of answer sheet that was used (prior to the preslugging operation).

In order to insure that the preslugged information that was printed/bubbled was correct, computer listings of this information were prepared and delivered to the advisors of each school. (This information was derived from information stored on two student data files maintained by the Data Processing Department—the Student Grade Report File, and the Master Student (HEW) File. Under the supervision of the high school counselors, the advisors reviewed their listings, posted any necessary changes, additions, and deletions, and returned the listings to ORE. These modifications were then posted to ORE's Master Preslugging File, and the corrected file was then utilized to supply the information for the preslugging. Figures B-1-7 and B-1-8 contain the instructions that ORE provided to the counselors and to the advisors in order to execute this review process.

Two points should be observed, regarding these directions:

- Preslugged answer sheets were provided for all students who were members of each high school, including those who were to be exempted from the testing for special education or non-English-speaking reasons. The instructions provided to the schools required the schools to mark the "Special Code 2" field on the front page of the answer sheets for these students in a way so that answer sheets could be separated by the computer and counted, but not scored. The "% of Students Exempted" columns of Figure 1-1-3 are based on these counts. The STEP testing results which were reported back to the schools and the results which are contained in the Appendix do not include students for whom the answer sheets were marked as exempted students.
- The testing administration procedures also allowed for advisors who detected a student taking a test or tests under possibly invalidating circumstances (e.g., a student with poor vision whose glasses had broken, or a student unable to concentrate due to a serious illness in the family) to mark that student's answer sheet to signify this fact. The "Special Circumstances" fields, on the front page of the answer sheet, are where such marks would be placed. Each advisor was provided with a Special Circumstances Log on which the details of each such circumstance could be described in detail. These logs were filed on each campus for later use.

All STEP testing reports provided back to the schools which contained such individual student results were flagged with an asterisk (*). By this means, counselors and teachers who used these reports in later years would know that some unusual circumstance had occurred, and could consult the special circumstances logs to obtain more details on the situation.

However, the summary testing results described in this appendix ignore these flags and report on all students, whether or not any special circumstances had occurred. This is because the norming sample was/based on all students tested.

Analyses. Each of the STEP tests that were administered may be subclassified into several distinct categories of skills. Each of these skills is conceptually different from the others. Because students may be more capable in some of these skill areas than in others, and because it is possible that the AISD curriculum may emphasize some skills more than others, it is appropriate to consider districtwide achievement in each of these skills as a separate entity.

Educational Testing Service, the publisher of the STEP, has provided a classification of all of the test items into a set, of different skills. Each skill consists of from 2 to 30 or 40 of the rest items. Their classification scheme is utilized in the discussion below, except for the Reading and English Expression tests. For these two tests, the instructional coordinators recommended a reclassification. These reclassifications, rather than the ones provided by the publisher, have been employed.

For each grade and skills area, the overall AISD achievement was computed as follows. For each item in that skills area, the percentage of students in that grade who answered the item correctly was computed. The average of the percentages across all items in the skills area is used as an indicator of AISD performance in that skills area. This is referred to as the "average percent correct" in the discussions and figures that follow. The a grage, rather than the median, has been used for reasons that are discussed in more detail in Part 2 of Appendix A-median.

p A

FINDINGS:

Figures B-1-15 through B-1-38 detail the results of amount of change in average percent correct in each skills area, by grade.

Within each broad curriculum area, what skills are evidencing the greatest improvement? What skills are evidencing the least improvement? Information regarding this question was obtained by averaging, for each skills area within a major curriculum area, the average percent correct for each skills area, across all grades. The rank ordering of these averages, within each major curriculum area, provide the results. Figures B-1-39 through B-1-44 detail these results.

- In reading, the greatest overall improvement occurred in the comprehension of character analysis. The least overall improvement occurred in vocabulary and in drawing conclusions and making inferences.
- In English Expression, the greatest overall improvement occurred in comparisons and in parallelism. The least overall improvement occurred in agreement and case (a decline was evident in this skill) and in modifier placement.
- In social studies, the greatest overall improvement occurred in interpreting political science information, interpreting geography information, and in evaluation of political science information. The least overall improvement occurred in interpreting history information (a decline was evident in this skill) and in evaluation of economics information.
- In sqience, the greatest overall improvement occurred in the understanding of biology content, the understanding of earth' sciences content, in comprehension skills, and in application skills. The least overall improvement occurred in the understanding of physic content and in the use of higher level skills.
- In mathematics, the greatest overall improvement occurred in the computations with whole numbers and the computations with decimals and percents. The least overall improvement occurred in the computations with denominate numbers.

What skills, across all broad curriculum areas, have declined for one or more grades? Certain skills, in certain areas, deserve special mention because performance in these skills, during this year, has declined from performance last year. These skills are listed below:

- . Reading/Comprehension of Tone and Mood, 9th grade
- . English Expression/Agreement and Case, 11th grade
- . English Expression/Modifier Placement, 9th grade
- . English Expression/Clauses and Phrases, 9th grade
- . English Expression/Parallelism, 9th grade



- . Social Studies/Organizing Information, 11th grade
- . Social Studies/Interpreting History Information, 9th grade and 11th grade
- . Social Studies/Evaluating Economics Information, 10th grade
- . Math/Computations with Fractions, 10th grade
- . Math/Computations with Denominate Numbers, 10th grade and 12th grade
- . Math/Elementary Algebraic Manipulations, 10th grade
- . Math/Recall of Facts and/or Perform Math Manipulations, 9th grade

Figure B-1-1

SEQUENCE OF STEP TESTING

			·
	lst Day	2nd	Day
s:40-9:76	Distribute materials; general instructions	8:40-9:00	Distribute materials; general instructions
9:00-9:40	Math Concepts Test	9:00-10:00	Science Test
9:40-9:45	Break	10:00-10:05	Break
9:45-10:35	Reading Test	10:05-10:50	Math Computation Test
10:35-10:50	Break	10:50-11:05	Break KA
10:50-11:35	Mechanics of Writing Test	11:05-12:10	Social Studies Test
11:35-11:40	Break	12:10-12:20	Collect materials
11:40-12:25	English Expression Test		• • •
12:25-12:35	Collect Test Materials		Naph Sept

Figure B-1-2

STEP TESTING DAYS FOR HIGH SCHOOLS

High School	Testing Days
Austin Johnston LBJ Reagan Travis	April 13-14
Lanier McCallum	April 20-21
Anderson	April 25-26
Crockett	SAPril 26-27



'Figure B=1-3

INVENTORY OF STUDENTS TAKING THE STEP TESTS, EXEMPTED FROM TESTING, AND ABSENT

, , ,		Membership ²	% of Ctudente	³ Taking Tests	% of Student	a4 Evametad	% of Student	a Alcant
School	Grade	During Test Period	lst Test lst Day	2nd Test, 2nd Day	Special Education	Foreign Language	First Test 5	4
	· • · · · · · · · · · · · · · · · · · ·	Tepr Terror	131 1/11	i'i	MANAGETAN	pangaa6a	1 ***** 1/41	1.110 1/0)
1	9	547	89.0%	86.7%	0.0%	0.0%	11.0%	13.3%
Anderson	10	616	84,1%	76.9%	0.5%	0.2%	15.2%	22.4%
, , , , , , , , , , , , , , , , , , , ,	10	618	70.7%	65.7%	1 0.0%	0.2%	29.3%	34.1%
	12	464	47.4%	32.1%	0.0%	0.0%	52.6%	67.9%
<u> </u>		404	17.4%	. J. L. L. L. L. L. L. L. L. L. L. L. L. L.		0.00	JA ON	014,318
	9	596	90.8%	91.1%	1.2%	0.0%	8.0%	7.7%
1	" 10	457	92.8%	90.4%	1.1%	0.0%	6.1%	8.5%
Austin	11	410	83.4%	81.2%	2.2%	0.2%	14.2%	16.4%
,	12	296	57.8% ×	51.0%	2.4%	0.0%	39.8%	46.6%
1	1 £		J / 189/0	## # 1/1 (g			· · · · · · · · · · · · · · · · · · ·	÷
,	' 9	871	90.0%	90.4%	1.4%	0.0%	8.6%	8.2%
Crockett	10	975	80.3%	80.7%	1.1%	0.1%	18.5%	18.1%
Clocker	11	625	88.5%	87.0%	0.5%	0.3%	10.7%]2.2%
	12	459	.85.0%	81.9%	0.0%	0.2%	14.8%	17.9%
	16	7					Tyl-Mariana araba 1 5 14 1	1
	()	J: 477	74.0%	73.0%	4.6%	0.0%.	21.4%	22.4%
	10	299	84.6%	83.3%	4.4%	0.0%	11.0%	12.3%
Johnston	11	261	89.3%	84.3%	1.9%	0.0%	8.8%	13.8%
	12	209	71.3%	67.5%	5.3%	0.0%	23.4%	27.2%
			ali ramada isma asigmi mannin re <u>asili inali Tradi</u>	11	 	-		it change the late of the second second second second second second second second second second second second
	• •	55Ì	87.7%	87.5%	2.2%	0.0%	10.1%	10.3%
Lanler	10	542	88,9%	89.3%	1.1%	0.0%	10.0%	9.6%
IMINA C.	11	485	80.6%	78.42	1.0%	0.0%	18.4%	20.6%
	12	376	(4,0%	: ' (0.3%	0.0%	34.8%	37.2%
			,				3	ere <u>a sei en i i i sei d</u>
	9	442	93.0%	90.0%	1.6%	0.0%	5.4%	8.4%
1.8.1	10	436	87.8%	85.1%	1.6%	0.0%	10.6%	13.3%
	11	433	90.1%	84.8%	0.7%	0.0%	9.2%	165% 26.4%
	1.2	299	78,6%	72.6%	1.0%	1.0%	20.4%	26.4%
(i	1	À				. [

ERIC Full Text Provided by ERIC

	1								
	,		MEMBERSHIP ²	% of STUDENTS	TAKING TESTS	% of STUDENT	s ⁴ exempted	% of STUDENT	S ABSENT
	SCHOOL	GRADE	DURING	lst Test	2nd Test	Special	Foreign	First Test	Last Test6
	ı	T.	TEST PERIOD	1st Day	2nd Day	Education .	Language	First Day	2nd Day
	∳v		;						
	,	9	417	89. 7%	87.8%	2,6%	0.2%	7.5%	9.4%
	McCallum	10	361	85.3%	85.0%	1.9%	0.6%	12.2%	12.5%
;	:	. 1.1	336	87.5%	84.8%	2.7%	0.3%	9.5%	12.2%
		12	218	83.0"	82.1%	1.4%	0.0%	15.6%	16.5%
		1			i i				
	•	9	499	M. 37,	86.6%	3.0%	0.0%	10.6%	10.4%
	Reagan	10	435	y 0.1% ;	86.4%	0.5%	0.0%	9.4%	13.1%
		' 11	449	1 7.1% .	68:4%	1.6%	0.0%	2].3%.	30.0%
· ,	1	. 12	249	∦ 65.1%	59.4%	2.4%	0.4%	32.1%	37.8%
			·		1				
		9	513	89.3%	87.1%	2.7%	0.0%	8.0%	10.2%
	Travis	10	443	87.1%	86.5%	1.8%	0.0%	11.1%	11.7%
		11	464	81.9%	, 80.2%	1.1%	0.0%	17.0%	18.7%
4		12	248	71.8%	65.3%	0.0%	0.0%	28,2%	34.7%
				:					
		9	4913	88.0%	87.0%	2.0%	0.1%	10.0%	11.0%
	DISTRICTWIDE	1()	4564	86.1%	84.2%	1.4%	0.1%	12.4%	14.3%
	Pisittain thu	11	4081	82.5%	78.8%	1.1%	0.1%	16.3%	20.0%
		12	2818	68.5%	62.4%	1.1%	0.2%	30.2%	36.3%

All percentages are rounded to the nearest tenth.

Membership data is based on number of students enrolled as of April 22, 1977, as reported by the Department of Pupil Services. These data do not include seniors who were graduated prior to the beginning of the third

quarter of the year.

The for answer sheets for that grade + membership for that grade.

This percentage is computed as:

200% 100% - % of students taking 1st test on 1st day - % of students exempt for spec. ed. or lang. reasons.

6This percentage is computed as:

x = 100% - % of students taking last test on 2nd day - % of students exempt for spec. ed. or lang. reasons.

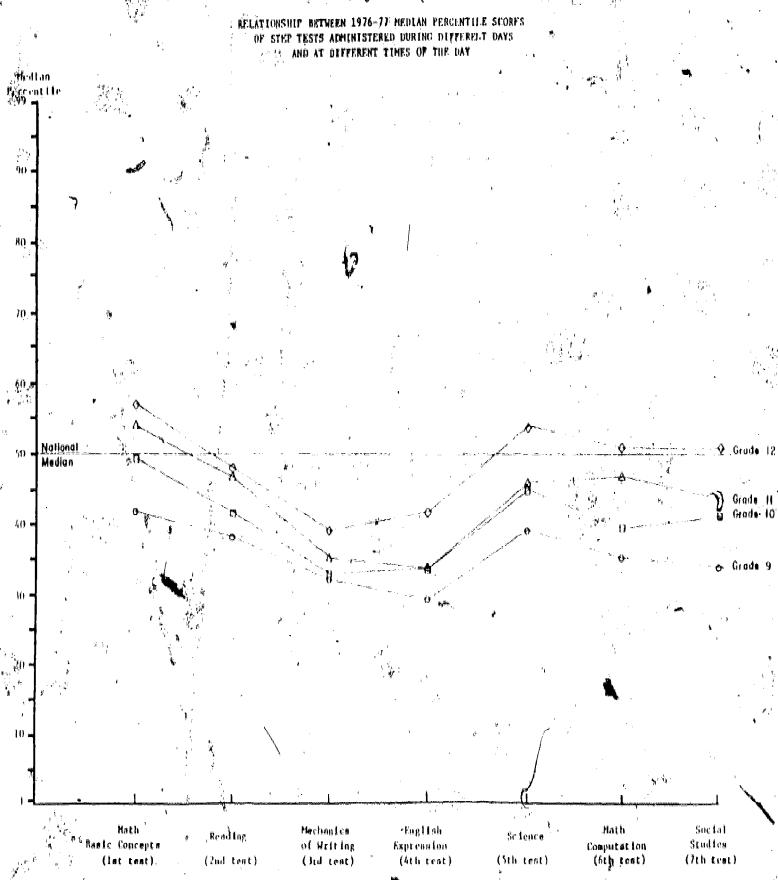
³These percentages are based on a count of the number of answer sheets returned to ORE for scoring and for which the particular STEP test was marked, indicating stadent presence during the administration of that, particular test and that the student was not exempted for special education or foreign language reasons. These percentages are based on a count of the number of answer sheets returned to ORE for scoring and for which exempted status was indicated. The percentage is computed as:

Pigure n=1-4

DIFFERENCES IN STEP ACQUEVERENT BETWEEN 1975-76 DISTRICTWIDE MEDIANS AND 1975-76 MEDIANS OF STUDENTS WHO WERE ADMINISTERED THE STEP IN 1976-77

2000			,			<u> </u>			
		9th Grade in 1975-76			10th Grade in 1975-7	6		11th Grade In 1975-	/() •
PEST	District-	Studenta who also took the test in	Difference	District-	Studenta who also took the test in the lith Grade	Difference	District- vide	Students who also took the test in the 12th Grade	Différence
	<u>wtde</u>	the 10th Crade		1de	THE TIEN WING	is k	AIRE	FUR TTEN VENUE	— , ~~ ~~ ~~ ~~ ~~ ~~ ~~ ~~ ~~ ~~ ~~ ~~ ~~
Rending	3)	41	+8	39	47	+8	41	47	+6
Nechanics of Writing-Total	30	34	+4	29	31	+2	35	. 39	+4
English Expression	29	31	+7	32	34	+2 +2	33	37	+4
Math Computation	31.	39	+8	39	45	+6	44	50	+9,.
Math Concepte	42	48	+6	49	54	+5	48	57	+9
Science	34	42	, +8	41	48	+7	44	49	+5
Social Studies	12	34	+2	38	43	+5	44	\$0	+6'
/ MEDIAN DIFFE	TENCE		+6	NEDIAN DI	PPERCNCE	+5·	HEDIAN D	IFFERENCE	+6

. Pigure B-1-5,



2nd day

Int day

ERIC

Figure B-1-6

ANSWER SHEET USED FOR STEP TESTING

- '-		•••	-		. پېشىرى	, . -							1000	٠
•	Y Y	1=		TO.	•					. ,		7.		- 10 mm
,	Se		16	sts of	Educat	tional F	roare	ss STI	EP - SE	RIES I	1	. 27	695	,2.
	- Louis		,	- T	345	ត្តិកិត្តិកើ <u>។</u>	(A)	8*c 5*						
-	ಎಎಎಎಎಎರು	D D	-					. :	£ .					
•	೭೨೦ದಿ೨೦೦೦	უ თ ≢8		.:. , e		1 ~			<i>p</i> .	s .				
٠,			1	_		(' "	R. W.			1,4				
	ുതതതെയായം ആ	න නා ් දුී දී		PAGE) , H	HAME	7		-	1. pr		and the second second second second second second second second second second second second second second seco		•
-	္ေဒသတ္သေတာက္လ	30 → €	. 1		/	achaci	· · •		i igi T≢im	A .				•
•	.ഒടുമണമു ട് കാരം:	an can 2 a	1	-		3CHOOL		<u> </u>		1			COMPANY OF THE PROPERTY.	-
					ł	1		1			10 25 2		• ,	1.
		1		-	= 4=		200					7 17		,
•	***	သာ ဏာ ဏာ'		-					- 2	2 3 Z	3 3 3 3	i š	14.30	
-	2		3	-	D EC				- 1	3 - 4	4 4 4	1 75		
•		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		<u> </u>			The same of the same of		-i ₹		1 7 3	7 3 4		
•		်သာလာ	3	-	သောက္	ဘတ်ဇာ	क के	ල න	- g	The second		43		
•	2	<u> </u>	£ .		ఉం⊛ం	20 JD 3) (2)	⊙ oo	1	3 3	T T T	1 20		4.
-	= .1. 11		=		மை மை	⊕ 25 €) ඔ ඔ	ලාලා] =					144
	 5	2 2 2 P	3	9 mg 17	-						4 1	1 13	سامر ال	
		*	*		2 000 €				-i=5 A	3 1	· 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	· · ·	-
		30 (8)	2		⊅® © ₽® ©				- 3 3	3 `	7 1	ଥ ଦ		
		. <u>10</u> co:	الم	يد .	- N- N-	<u> </u>	, 00 00	45. CO.	يا لعبل	₹,			•	
•	· · · · · · · · · · · · · · · · · · ·			D D	D D D	ಖ ಪ <u>ಪ</u>	3D 1D	20 00 00	10 E (C	© © :	o progra	7 7	T '61	
•		⊇ 3 5 0	35-	-	S D I	D E E	DD	O D I		LE GL			2 P	÷-
•	CERCETE	I. I	7	.D. 🖎	ညေးတာင	30 3F, II	ဖြောင္း	35 40 40	တောငာတာ	900	ರಘನನ		Photograph or the state of the	
•			<u> </u>	*********	5 to 3	r D.I		E C C		201		T I		
		مينا المبرج برسموران	2						9 60 60 60		စစာလောင		T D	na:
	_ වටයා වෙලවලට වෙම්ට්ට්ට්ට්ට්ට්ට්ට්ට්				ညားအား ကြားအား					୍ଟ୍ରେଫ			10 (10)	-
	3 7 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		5	Concursion (Control of Control of	E OD G			The state of the s		B B 0		the property of	DE DE	··
•	ಿ ತಾವಶಾವಾತ್ರವನ			Constitution of the			-		0000				D 20	-
•	ျောင္းကတ္တာက္ေရးက	-	-) OE (C) (C)			20 20	3D 32	~
•	နက္အစားအတြင္း	മയാ		© √ ©	ഈ അര	சை கு.அற	00 00	വാ മോമ	(P. (P.	©0.© @		(4)	r D	
	ි වලලා නම් වෙලා ව	⊃ (20	T ST	-		<u> စေ စာ ဘာ</u>		00 as		3 🗇 🗈		وشارونهم بجسييين	D 7,	.
· Kult:	The second secon			The second	D 00 00		The second second				o`oo oo/⊲		D T	
			[<u> </u>	promote to the second	ව ාග හ ව හැරෙන	-	annologia (Maines ann		7.A. 30.30(d)	© © 3) (B) (B) (B)	and the second second	<u>r .o.</u> <u>Ta oz</u>	
. 4	_ <u> </u>	<u> </u>		loip-parties and		© © 3		8 6 CC		20 22 12		25 OC	<u> </u>	.
•	***********		ا الراق			(a) (a)	-	30 30 ab				(E E	E E	- 1
٠.	ತರಕಾರಾ ಅಂತಿ	2 E C	ָּבָּי וְיַבַּ	ಶತಾ	മാശാദാ	သော ဘာဘာ	TC ID	ന ക്ര	किट्य	o y x	ှစ်သော်လာ	TO SO	T. T.	Ī
•	A CONTRACTOR OF THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	يتواكم عنجنية يبرين	9				· ·	മോമാ			ാധാമാത്	ಕಾತ	n 🐠	Į
				\$ D	بيبيون وميريها وحي	D @ @	يجيبون سيخيب	***************************************		and the second section is a second		and the second second	mercana	. *
ı	1 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	oraci e	424	5 I	the Real Property lies, which the Person lies				<u> </u>		THE RESERVE OF THE PERSON NAMED IN	- D -S-1	T II	
	A A SECURITY OF PERSONS ASSESSED FOR PARTY OF PERSONS ASSESSED FOR PARTY OF PERSONS ASSESSED FOR PERSONS ASSESSED	3.2	-d,	වන න		ab ⊚ ⊙ 35 ⊙ ⊙		-		e e c		<u> </u>	A CAN	
	7 3 C C C C C C C C C C C C C C C C C C			CONTRACTOR NAMED IN	the second second				30 C 30			البلاقية الباليانية والمسيومين	TI	ŧ
	* = 3 5 3 5 5 5		7	® © (or on or	စာဓာတ	00 (D)	വരായായ	00 (2) (30	ேறைக	(a) (a) (a)	I	5 5	
	ു.കമെമമമെയുള	চকা শু-		জ্ঞ ক্র	വരാഗ	മഭാധ	യമായമാ	വാ ഷാഷാ	ර්ටෙත.	क्र 🗆 उ	ග වෙනෙන	- M/	t total control of the control of th	
	್ತಾರಕಾನ್ಯಾಧಾತ್ತ	A COL	السلا	<u>ත න අ</u>	o or or o	ျားတာတာ	on on	രാരാതാ	ထောင္းလာ	න ව ග) (D) (D) (D)	CD D :		. 4
	The state of the s	-		Was also	915			AN . 180 AN	/#h 1.					
	•			තිව තිව		න යා යා න යා යා න		න යන යන නොහැන		බව යන යා යන යන යන		ික හැර ගුරුන ර		,
	y			மு ம		மையை		30 00 CD		മാരമായ		ವಾ ವಾಗಿ ತ		
	MATLICIAATION			<u> </u>		30 (20 (30)		ത്തെത്		താതായ		ಕ್ರಾಪ್ ಕ		
	MATHEMATICS	5 .X	5 .	သောကာ	15 .10 .	အားတာကား		നാനാന		മാനാന	T 45	$\mathbf{p} = \mathbf{j}$	ש כ	- 1
	BASIC CONCEPTS			ಫ್ ಹೊ		10 3D 3D	4.	CO OE OE		(D) (B) (C)		J. 7.		
	SHOLD SOLIOR! IC			(2) (2) (2) (3)				သက္သော		20 020 720	-	TO D		
,	•			ತ್ತಾ ಶತಾ		ಕಾತ್ರಾತ್ರ ಶಾತ್ರಾತ್ರ		D OD D		ಪರಾಹಾನ್ ಇರಾಶ		1 2.0	A A	
	1			#2 #2°		20 I		av (ab (ac) ≘'(ab (ac)		20 (20 ⊂20 70 (20 =2)) *	
	er der et de gegeng gegebengen. Det et de geste		aller and a second	racing actions.		and the		4.1.			بياندين بيتم	and the same	in in the second	I

் காறுந்த vita me dermission of Audigog-Wesley Populating Company Menio Park California, copyright © 1989 by Educational இன்றை நடிகள் - வளை New Jersey Air rights reserved:



Figure B-1-6 (continued)

ANSWER SHEET USED FOR STEP TESTING

A Comment	All the same
sis of Educational Progress STEP • SE	:RIES !! 27596
USE NO. 2 PENICIL ONLY	Make the server has makes the stimp are to the server means to the
DESCRIPTION READING	**************************************
TEST TODES PARTIL TEST TO THE PA	
**************************************	13 A A A A A A A A A A A A A A A A A A A
1	# # # # # # # # # # # # # # # # # # #
DEED HERESION ENGLISH ENGLISH EXPRESSION DEED HERESION EXPRESSION PARTIL	
	USE NO. 2 PENCIL ONLY BEADING BEADING BEADING PARTII PART

ANSWER SHEET USED FOR STEP TESTING

,	•	cational Progress STEP • S	
စားအမာတာသာသာသာ	žΧ	(PAGE)	
D 3 3 3 3 3 3 4 4 6	D NOT	<u> </u>	Make heavy by the marker that completely fill the circle
တာလာသာဓာတေတာက်သောက			Erase completely any marks you wish to "
ග ලෙකුමාළාහ	D AM		Make NO stray marks on this answer sheet
	- ·	NAME	[
	— — —	ISE NO. 2 PENCIL ONLY III	
1 32 30 33 37	10 20 20 25 25	31 GD GD CD CD	(ග හා තෙ ත
≥ 20 30 00 00	na மைப்பை	32 3D GD CD	2 00 00 00 00 11 00 00 00 1 3 00 00 00 00 11 00 00 00 1
)		33 00 00 00 00	. වෙවා නෙව නෙව ක වෙවා නෙව නෙව නොව න
4 02 02 02 02	் - கைக்கைக்க இது கைக்க	34 3D 3D 3D 3D 3D 35 3D 3D 3D 3D 3D	
ααφου. ααφου.	21 20 30 72 33	د الا الا الله الله الله الله الله الله	6 ob ob `co ob o
SCIENCE , 20 30 30 30	22 OD 3D CD CD	37 JE DE CENCE	/ 30 30 00 03 22 30 30 30 (
00151105 v v v v v v	59 20 30 3D 3D 3D .	34 30 30 (40 40	് നേയതതെ അവരെ വേയത്തെ അതിക്ക
PARTI * D D D D	24 30 30 32 32 32 25 32 32 32 32 32	PART II	
10 20 20 20 20 20 20 20 20 20 20 20 20 20	25 30 30 30 30 30 26 30 30 30 30 30	41 20 30 30 30	11 ab ab ab ab ab ab ab ab ab
12 30 30 50 50	ಸ್ವರಾ ಚಾರಾ ವಾರಾ .	42 00 30 CD CD .	13 BO BO BO BO 31 BO BO BO
ំ ១១៦១៦	ಾ ಖಾತಾವವ	ස න න ත ත ත.	··· 3 30 30 30 30 30 30 30 30 30 30 30 30 3
and and and and	, 19 10 10 10 10 10 10 10 10 10 10 10 10 10	44 30 00 30 00 11	(14.0D CD CD CD (13.1) (2.1) (2.1) (2.1) (2.1) (2.1) (2.1) (2.1) (2.1) (2.1)
19 32 30 ±3 30	ne E D D D	44 20 310 CD CD CD	1, 2022 1, 10 2 2 2
	a a a a	ා යා යා යා යා යා යා යා යා යා යා යා	් 17 රා කා සා යා අ න රා ක
- ,	္႔သာန္အားေတာ္ထာ	· හෝවා කෙත ක හැරෙන නොක්	38 CD CD CD CD CD CD CD CD CD CD CD CD CD
<u>.</u>	ൂ. ി വാ വാ വാ വാ	15 000 000 000 000 000 000 000 000 000 0	99 മനമാനാന് 91 മന്നാന് 19 മനമാനാന് 91 മന്നാന്
	• 00 00 00 00 • 00 00 00 00	17 QQ QQ QQ QQ QQ QQ QQ QQ QQ QQ QQ QQ QQ	் வெறையையை வரைவையை
MATHEMATICS	• 120 an ca da	10 30 30 33 30 30 30 30 30	. 42 ab ab ab ab ab ab ab ab
COMPUTATION	1 20 00 00 00	ျခစ်တောင္သာတာ အသည္သာတာသာ	• • • • • • • • • • • • • • • • • • •
COMPORTION	∙ വരവാധായ	30 39 39 39 39 39 39 39 39 39 39 39 39 39	் 44 மேமையைம் 56 மேவை ் 45 மேழையும் 57 மேரும்
	, කොකොකොක ලෙනකතෙන	αρασασαία αραγασιας. αρασασασικέ αρασασιας.	46 00 00 00 00 18 00 00 00
	ം മയമുക്ക	ப் மே மே மே ம ப ப ப ப ப	47 ග ෙනා.කෙක ප• නමා ක
•	വാ അവരായാതാ	24 DO DO DO DO DO DO DO DO	** PD 000 20 20 20 20 20 20 20 20 20 20 20 20
			் நைறை ஹே. ம். கு. கே. கே.
. •	: 30 30 30 30 30 : 30 30 30 30 30	33 32 020 020 020 020 0 34 020 020 020 020 0	2 m 3 m 3 m 3 m 3 m 3 m 3 m 3 m 3 m 3 m
* * * * * * * * * * * * * * * * * * *	1 30 30 CD 30	23 25 35 35 35 3 1	ു വാധായമായ ജയമായ
		24 D OP 23 C3	• 33 35 EG C 74 45 34 45 E
,	* 70 Ap (2) 30	25 30 30 30 30) යුතුරා ලෙස සහ නැති ක රෙකුරා සෙනු සහ නැති ක
•	™ © © © © •	ි. වෙවලා වෙත ක	1 20 00 00 00 00 00 00 00 00 00 00 00 00
	* 30 / 10 / 20 / 20 / 20 / 20 / 20 / 20 / 2	28 AD 30 AD 02 03D	(a) (a) (a) (a) (a) (a) (a) (a) (a) (a)
SOCIAL	ு இரு மாகும் வக்கும் கோக்	29 CA JD JD JD . SOCIAL	ം വാവായായാ ്ദേഹാവായാ
•	ം മനോഗമമ	10 30 00 00 00 00 STUDIES	10 05 05 05 05 05 05 05 05 05 05 05 05 05
STUDIES	ii ab ab ab ab	35 00 00 00 00 210 DIE 2	ice de de de de de de de la limite de de de de de de de de de de de de de
' PART I	(12 02 02 02 02 02 02 02 02 02 02 02 02 02	on contract PART II	ப தே கை கே கே ப கூ கே கே
•	u ao ano ao ao	union con con con con con	പം'തതായായ ചെതാതുത
	≀ട വര വര വര വര	ம் மே மே மே மே மே	
	en can can can	1	် 16 သβဲ 330 ⊄2 020 17 03 030 ⊄2 020 ;
	14 20 10 20 20 20 14 30 40 40 40 40		18 3D 3D 3D 3D 7D 7
e e e	14 (10 (10 (10 (10 (10 (10 (10 (10 (10 (10		vi வெள்கள்
	20 (N) (N) (E) (E)		ും സാത്യമായാ 🧜 , ം

F1gure B-1-7

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR REVIEWING STUDENT INFORMATION TO THE PRESLUCCED ON STEP ANSWER SHEETS

COUNSELORS

REVIEWING SCUDENT INFORMATION FOR PRESLUGGING OF STEP ANSWER SHRETS

You should never

- Hapter Student Like 2 copies for each advisor 1 copy for yourself
- Advisor Instructions

 Loopy for each advisor

 Loopy for yourself

Re re's what you do :

- 1. Give each advisor 2 copies of his/her master student list, and 1 copy of the advisor instructions. (Keep the 3rd copy of each, advisor's master student list for yourself, in case the other copies get Lost.)
- In Let the advisor's know when you want the corrected list (I copy) returned to you. (I will need these corrected lists returned to me by Wednesday, March 9.)
- 3. Some of your school teachers (auch as department chairman) may be listed as an advisor, but with no equdent names in their "advisory". If you werfly that such teachers have no equdents in their "advisory", return a copy of the "list" with a line drawn through the advisor's name. I wait then have that teacher a name removed from the computer file, so it will not appear in any of the STEP answer sheets.
- Another problem that may occur is a list of students for an advisor ramed "INCIONS". The students fisted here will very likely belong to several different advisories. You will need to print, in the "Ramerks" area by each of these students, what the correct advisor code should be, as well as correct or add any other necessary information.
- Collect the corrected limits back from the advisors, and return thereto me by Wednesday, March 9.

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS
FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON STEP ANSWER SHEETS

ADVISORS

REVIEWING STUDENT INFORMATION FOR STEP TESTING

District records show that the students on the attached computer listing are in your advisory! (You have 2 copies of this computer listing)

This information will be printed and bubbled, by computer, on the STEP answer sheets that will be used this year. This new procedure will make the testing results more accurate and will aid in getting the STEP tenorce back to your school much earlier, if the information on this light is complete and accurate.

To make sure that the information is complete and accurate, we are asking you to review this list and note ago phoblems.

Here's what you do:

1. Scan quickly: names, grades, student numbers, etc., in List "A".

Examine carefully: names, grades, student numbers, atc., in
List "B". (Nost advisors will not have a
tist "B". If you do, it will contain
students for whom it is very likely that
there is inaccurate or missing information.)

- When you review these lists, you may discover several different types of problems—
 - Draw a line through the safey.
 - b. Some of the information about the scudent is inaccurate:

Print the correct information in the space just to theiright of the inaccurate information.

Some of the information is missing (the ethnicity) information is always missing for acudents in List "B") :-

Print the correct information in the space beside where the information should have been printed. (For missing ethnicity information, print "Black", "Indian", "Mexican American", "Opinital", or "Anglo".)

i. A student is in your advisory but is not listed:

Frint the student information in the spaces arounded at the bottom of jour list.

Return one copy of the corrected list to your counselor (even if there were no corrections to make). Your counselor will tell you when the list must be turned in.

You may seep the other copy of the list if you wish.

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES PRIOR TO TESTING DAYS

2E.	TORRESTED TESTING WEEK STATS:
ļi ķ	Advise Jim Watkine (456-1227) at ORE where the trucks should deliver and pick up the testing materials at your school.
*	Inventory all testing materials recuived from ORE:
موز	Test booklets. Pre-printed ensur sheets.
,	Blank answer sheets. Rive #2 pencils/advisory or other testing monitors. Testing directions and packets for teachers and other monitors.
,	Testing audio tapes. Building Test Coordinator's directions and checklists.
•	If you do not have enough materials, please call Mary Roden (458-1227) to order more.
3.	Glv4 your teachers their testing packets. These packets contain:
. 52.6	(green) Teacher checklist 21 (to use defore the testing starts)
,	
,	(blue) { Teacher checklist #2 (to use the first testing day) Special Circumstances Log #1 (to use the first testing day) Script for Day One
•	(blue) { Teacher checklist #8 (to use the first testing day) Special Circumstances Log #1 (to use the first testing day) Script for Day One
	(blue) { Teacher checklist #8 (to use the first testing day) Special Circumstances Log #1 (to use the first testing day) Script for Day One
	Teacher checklist #8 (to use the first testing day) Special Circumstances Log #1 (to use the first testing day) Script for Day One Teacher checklist #3 (to use the second testing day) Special Circumstances Log #1 (to use the second testing day) Special Circumstances Log #1 (to use the second testing day) Script for Day Two Train your teachers in all the necessary thimgs they must know to function effectively as testing monitors. Emphasize the following things: Teachers should be told how to bubble in the student identifying information on page one of the enswer sheets. They will have to do this if
**************************************	Teacher checklist #2 (to use the first testing day) Special Circumstances Log #1 (to use the first testing day) Script for Day One Teacher clicklist #3 (to use the second testing day) Special Circumstances Log #2 (to use the second testing day) Script for Day Two Train Your teachers in all the necessary thimgs they must know to function effectively as testing monitors. Emphasize the following things: Teachers should be told now to bubble in the student identifying information on page one of the enswer sheets. They will have to do this if some of their students and have a pre-printed answer sheet.
- 一	Teacher checklist #7 (to use the first testing day) Special Circumstances Log #1 (to use the first testing day) Script for Day One Teacher checklist #3 (to use the second testing day) Special Circumstances Log #2 (to use the second testing day) Special Circumstances Log #2 (to use the second testing day) Script for Day Two Train your teachers in all the necessary thimgs they must know to function effectively as testing monitors. Emphasize the following things: Teachers should be told how to bubble in the student identifying information on page one of the snewer sheets. They will have to do this if some of their students and have a pre-printed answer sheet. Teachers should not make any changes to the preprinted information on the answer sheets. Lightly information is grossly in error (wrong name)
**************************************	Teacher checklist #8 (to use the first testing day) Special Circumstances Log #1 (to use the first testing day) Script for Day One Teacher checklist #3 (to use the second testing day) Special Circumstances Log #2 (to use the second testing day) Special Circumstances Log #2 (to use the second testing day) Script for Day Two Train your teachers in all the necessary things they must know to function effectively as testing monitors. Emphasize the following things: Teachers should be told how to bubble in the student identifying information on page one of the maswer sheets. They will have to do this if some of their students in the second testing answer sheet. Teachers should not make they changes to the preprinted information on

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS
FOR ACTIVITIES PRIOR TO TESTING DAYS

Teachers should be instructed in when to bubble in Special Code 2 on page 1 of the students' answer sheets:

"O" - special education exemption dategory
"1" foreign language category
"2" - student was not exempted for the testing, but was absent and took none of the tests.

Emphasize that there are only two reasons a student can be exempted.

(apecial education and foreign language-spacking). Vocational students are NOT exempted; neither are sensors.

Teachers should be cold NOT to help students AT ALL during the testing.

This means they should not even interpret test items for students. This means they should not even interpret test items for students. After the instructions are completed over the migrophone and the test administrator says "Begin!" the only correct teacher response to a question is. "I'm sorry, but I can't help you at all or explain enything about the test items. Just do the best you can. If you don't know the engwer to a question, skip it and come back to it when you've done all the ones you can."

- 6. Be sure that the P.A. system works in all rooms where testing will occur.

 7. Check all the proms to be sure there is adequate space and that the lighting the rooms is adequate for students to take the tests comforted.

 8. Make arrangements for the security of the testing materials in your building.

 9. Make the necessary arrangements with careteris people to delay lunch on the two days of assting in your building.
- 10. Other with the vocational coupselors and teachers in your building to be sure they know what they are supposed to do with (1) vocational students who go to work in the morning or the afternoon, and (2) vocational students from other schools who are scheduled to be in your building on the testing days or students from your school who are scheduled to be in another school on the days of your testing. If there is any confusion, please work this out at your school or call Loyce Igo and/or Joe Wicars, or call Jim Watkins at 458-1227.
- 11. If you are using the testing tapes:
 - Locate a mape recorder (reel to real) that will play on 3 3/4 speed.

 (This means 3 3/4 inches per second.)
 - Locate the person in your school who will be responsible for plugging in the tape recorder to the PA system on both testing days, turning the tape recorder on and off at appropriate times throughout the testing periods, and making sure that everything runs smoothly with the tape.
 - Be sure this person has received training in low to use and operate the testing tapes. (It wouldn't be a bad idea to have a backup person).
 - Have this person practice running all the way through both testing tapes for Day 1 and Day 2) on the PA before the testing days. It may take a while, but it may also prevent any botch-ups on the testing days.
- 12. Read your blue Auilding Test Coordinator's Checklist #2 and know what it is you are supposed to have ready and what you are supposed to do on that day.

B-1-20 182

ERIC

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES DURING FIRST TESTING DAY

BUILDING TEST COORDINATOR CHECKLIST # 2 THE FIRST DAY OF TESTING: Before it starts. 1. Hand out endugh test booklets and scratch paper to each teacher who will be monitoring the testing. [2. Be sure the tape recorder and testing tapes are set in place and ready to go before school starts. 1). Be sure the bells are on MANUA, and someone is standing by to operate them this morning. Be sure the principal is on hand to give his/her introductory remarks. (Be sure that the ORE-prepared principal remarks are edited so that they are unique to your testing situation.) 5. All yourself - it's about to start! During the testing: 6. Principal gives introductory remarks over the PA system. Conselor turns on tape recorder. (Don't forget to turn the tape off when you're supposed to and to ring the bells for the mid-morning break.) After the testing: 8. Be sure that all teachers have accounted for all test booklets and answer sheete at the end of the first testing day. Be sure that all testing booklets and answer sheets are in a secure place for the night and that all testiners know how they are going to get these materials first thing tomorrow morning. .. Read your pink checkitst for tomorrow to be sure you know what you are supposed to do. 11. Relax a minute - it's halfway over:

4

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS
FOR ACTIVITIES DURING SECOND TESTING DAY

• •	DULL DANG TEGT COORDINATOR CHECKLIST # 3
* · ·	BUILDING TEST COORDINATOR CHECKLIST # 3
٠.	
	and the second s
4 .	SE COND DAY OF TESTING:
Bef	ee it starts:
1 .	Be sure that all teachers have their test bookists, scratch paper for today's math test, and students' answer sheets in hand before the first bell rings.
□ ₍₂₎	Be sure that the tape recorder and testing tapes are in place and ready to go before school starts if you are using the tapes.
ے د 🗖 ع	Be suga the bells age on MAUA.
□ 4··	Be sure that your principal is on hand to give his/her introductory remarks about the testing over the PA. system. Be sure that the ORE-prepared remarks for the principal have been edited if necessary so they are appropriate to your testing situation.
•	Age .
Dur	ng the cesting.
☐ 5.	Principal gives introductory talk over PA system.
□ 6.	Counselor turns on tape recorder. (Don't forget to turn the tape off when you're supposed to and to ring the bells for the mid-morning break.)
A. A. C.	ir the cesting:
7.	Be sure that all teachers have collected all test booklets and all answer sheets well as all borrowed #2 pencils from students before all students to go to tunch.
' □ 8. '	the teachers turn in their test materials to you, checked be sure they have coded their Soucial the Z bubbles on page 1 of the asswer these where appropriate:
	"O" - exempted special education students "1" - foreign language exempted students "2" - un-exempted students who were absent for all testing.
□ 9:	Also, ask each teacher if he or she bubbled in the necessary Special Circumstances bubbles on page one of the enswer sheets.
J	(over)
	

Figure B-1-11 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES DURING SECOND TESTING DAY

,		·····			
	7.01	*	V	4 2 7	
🔲 10. Be su	re that all teachers t	urn in to you a	1/1 desting mate	rial from their	•
TOOMA	by 4:00 TOD AT, earlie	r if possible.			/
	all test booklets which	harmen counced	out to them. "(COUNT THEM & ACK	F01
and the second s	IN A THEY AR TURNED Sp	MALED ADD.)		<i>(</i> .	/
	ery been clamped up, w	tudant dumbara a	lea corrace. Sm	4441	in out and and and and and and and and and and
-	Keep THE "PAGE 1 ON TO	DO this as teac P" stack seneras	har chack thin	Clare	. 60
	BTT COCHTTA DIWLK FURNS	WE STANDER.		ON TOP BEEC	
· / /	all #2 pencils which wall testing scripts h	. 1	uchers.	٨	
•	ill teacher comments Al	our the testing			•
_		. W.	19 3,		y 1 3 3.
Il. Package	up the testing bookle	ra, 100 to . Rox	(THIS IS IN	CORT AT!!!)	
pick up	comorrow morning.	tr the breakcass	ed brace tot ti	in Frucke/tg	
12. Deliver	personally the other	PAMP morarials		n = 90	*
your se	noor:		co kun our bets	con was safet to	₩.
% - 1	l filled-if answer she I totally blank answer	ANAMES.	•	a the same of the	
<u> </u>	1 #2 pencils from ORE.	10		n	
· ru	I teacher scripts than	, "			Ç.
You may	keep your teacher com	mante about the	testing in you	w mchool. Share	hese
	e rest of us in our de				1
13. Ráteain	the Special Circumstan	can logs in your	files for fur	ura reference.	
14 ONGRAT	ULATE YOURSELF YOU	LIVED THROUGH IT			. 1
<u>, , , , , , , , , , , , , , , , , , , </u>	- The Manual of the same of th		,		1
	V. P. K	······		**************************************	
			, m	· La	
		1		ur [†] R	,

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES PRIOR TO TESTING DAYS

TEACHER CHECKLIST # 1

BEFORE THE TESTING STATS

1. Have you been "walked through" the testing material by your Building Test (bordinares and do you know what is expected of you as a testing monitor including:

How to use the Special Circumstances Logs?

How to bubble in the Special Circumstances bubbles?

How to use the Special Code Z's?

What NOT to do during the testing?

Who is exempted from the testing? ""

How to fill out NEW answer sheets?

How to tear the answer sheets apart without tearing the up?

- 2 2 Does the pencil sharpener in your room work?
- 3. De you have at least live #2 pentils for your students to horrows
- 4 Is there adequate space in your room to test all your students?
- 5. Is the lighting in your room adequate for students to take the reach comfortably?
- Does the PA system in your room work adequately?
- 7. This is optional, but you MIGHT want to consider planning an with your students for the several three-minute breaks which they will have in the room during the two days at testing. (They have some ten minute breaks during which they can leave the room, too). During these three minute breaks, however, students should remain in your room. These activities might include simply talking to your students or conducting breathing activities (don't laugh!), etc.
- 8. Be sure you know where you are supposed to keep the test booklets and answer sheets during the time you have responsibility for them. They should be kept in a secure place. Some schools may have plans to collect the booklets and answer sheets after each day's testing. If not, you wend to locate a secure place where you will keep these materials.
- 9. Be sure you have a clock or watch with a second hand ready to time the tests in case the PA system in your room breaks down during the testing.

Figure B-1-12 (continued) INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISOR FOR ACTIVITIES PRIOR TO TESTING DAYS

ATTER YOU GET THE ANSWER SHEETS!

M

10. Do you have a preprinted set of answer sheets for each student in your room? Is all the information correct? If there are gross errors, make a new answer sheet. If the errors are minimal (wisepelled names, wrong sex indicated), do not make the changes; these errors will not affect the scoring process.

Special Codes A,B, and C are the places where the advisor code is written.

11. THIS IS VERY IMPORT ART!!! Separate out all the answer sheets for the following students:

All students who are enrolled in a self-contained special education class and some other special education resource students for whom the STEP testing would be disastrously empleasant. There will, of course, he many, many special aducation students who should not be exempted from the testing; these are students who spend less than two hours each day in the resource room.

Students who have recently transferred into ASD from a foreign country and who do not yet speak or read English well shough to be able to understand the testing questions.

NO OTHER STUDENTS MAK- BE EXEMPTED!

the exempted students, bubble in SPECLAL CODE & on page one

"0" - special education exemptions.

"l" - foreign language exemptions.

INSTRUCTIONS PROVIDED TO MIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

TEACHER CHECKLIST # 2

THE FURST DAY OF TESTING

The following is an approximate schedule for the day, assuming the testing will start at 8:40 AM.

Materials and general instructions 8:40-9:00 Math concepts test 9:00-9:40 9:40-9:45 Break (in room) Instructions for reading test 9:45-9:50 9:50-10:35 Reading test Break coutside room (10 minutes + 5 extra minutes) 10: 35-10756 Instructions for mechanics of writing test 10: 50-10: 55 Mechanics of writing test 10:55-11:35 11:-35-Lla 40 Break (in room) Instructions for English expression teas 11:40-11:45 11:45-12:25 English expression test 12: 25-12: 35 Chilect cest materials. 12: 35 Lungh

Before the testing:

- 1. Do you have the correct number of testing booklets-worm for each student in the room and one for yourself? Do you have a preprinted answer sheet (or one you did yourself) for each of your students (pages 1, 2, and 3)?
- 2. Do you have extra #2 pencils -- at least 5 extra ones? Do they have good points on them? Do you have enough scratch paper for the mathematics test that will be given upday?
- 3. Do you have a copy of the Special Circumstances Log to use today?
- 4. Do you have a copy of today's testing script? Are you familiar enough with it so that you could take over the testing in CARN the PA system goes out in your room?
- 5. Do you understand how and why to fill out the Special Circumstances tog?
- 6. The purpose of the Special Circumstances Log is to keep a record of those students who are taking one or more of the STEP tests under such unusual circumstances that the final test score will probably be much lower or higher than the score would have been under more normal discumstances.

The studence, in any case, should be allowed to finish the test. However, is will be explained in a later checklist, those students, test scores will be reported in such a manner that any commelor or teacher who reviews the student's record in the future all realize that some unusual circumstances existed during the test admitistration which may have resulted in an inappropriately low or high score for that a dept on that test.

o (over)

187

B=1-26

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

The Special Circumstances Law may be handwritten. However, the log should be neat, because it will be turned in to your Building Test. Cordinator after all the law is in finished to keep on file in your school for future rel by teachers, parents, and students: m example of a filled-out Special Circumstances Log is shown on below. SPECIAL CIRCLESTANCES LOO PROCTOR: Mike Walters SCHOOL: STUDENT SPECIAL CIRCUMSTANCES Angela Sanchez Math Besig Concepts Broke glasses-man't read Brother in bad car accident John Burbanks Maste Concepts night--very upset Susah Hoverd Mech of Writing Unknown problem, but has been crying a lot for 2 days " During the testing: While the tests are actually being given: Just follow along in your own copy of the script. Be sure that you write down the time each test begins no shan you can i me the test if me PA system in your room should malfunction et students quiet during the feeting periods Be sure to usek around the room right after every test begins to be sure that all students are answering in the right section of their pers. (This is a common mistake char students make.) Be sure you do not answer test items for the students or help them in Be sure that your students are continuing on to the next page of a test until the test tells him or her to stop or the time for than test runs out. Be sure the students stop when they are supposed to stop. sure your students do not go beck to parts of the test they have al/candy finished.. Be sure to note on the Special Candumstances Log any unusual student.

188

R-1-2

behaviors that might invalidate the test scores,

ERIC

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

MEET IL' DOVET: Did each student write his name on each of the three pages of his or her answer sheet? Have you collected all answer sheets, test booklets, and pencils at the end of the testing day? Do not let your acudents leave the room to go to lunch until all materials have been accounted for. Have you stored all testing materials in a secure place for towarrow's **1**0. testing? 11. Have you read your checklist for tomorrow and know what, you are supposed to do?

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL AFTERS

SPECIAL CIRCUMSTANCES LOG # 1

PROCTOR:_____, SCHOOL:____

TEST SPECIAL CIRCUMSTANCES STUDENT

TRANSFER THIS INFORMATION TO YOUR STUDENTS" ANSWER SHEETS (PAGE 1, Special Circumstances 3lock), and them turn this page in to your Building Test Goordinator.

ERIC

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS

- TEACHER CHECKLIST # 3

SE COND D AF OF TESTING

The following is an approximate schedule for the day, assuming the tearing will spart at 8:40 A.M.:

8: 40-9: 00	Materials and instructions
9: 00-10: 00	Science test
10:00-10:05	Break (in room)
10: 05-10: 10	Instructions for math computation test
10:10-10:50	Math computation test
10:50-11:05	Break (10 minute + 5 extra minutes to get wide back)
11:05-11:10	instructions for social studies test
11:10-12:10	Social studies test
	Collect materials
2:10-12:20	Tuesch

Before it starts:

1. Do you have the correct number of testing booklets -- one for each student in your room and one for yourself? Do you have all the answer sheets for your students?

Dud the students all write their names at the top of page 3 of the answer sheets? If not, you can identify each student's "page 3" by matching it with the Page 1 and 2 answer sheet which has the same serial number in the upper righthand corner of Both answer sheets.

- Do you have extra #2 pencils -- at least 5 extra ones? No they have good points on them? Do you have enough scratch paper for the mathematics test that will be given later today?
- 13. Do you have a copy of the Special Excumstances Log to use today?
- 4. Do you have a copy of today's testing script? Are you family whough with it that you could take over the testing if the PA system in your groom goes out?
- 5. Do you understand how and why to fill out the Special Circumstantes Log?

During the testing:

6. While the tests are being given:

Just follow along in your own copy of the script.

Be sure you write down the time each tent begins so that you wan time the test if the PA system in your room should dailfunction.

F1gure B-1-7

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS

FOR REVIEWING STUDENT INFORMATION

TO BE PRESLUGGED ON STEP ANSWER SHEETS

COUNSELORS

REVIEWING SCUDENT INFORMATION FOR PRESLUGGING OF STEP ANSWER SHEETS

You should neve:

- Haster Student Lint 2 copies for each advisor 1 copy for yourself
- Advisor Instructions
 I copy for each advisor
 I copy for yourself

Re re's what you do :

- Give each advisor 2 copies of this/her master student list, and 1 copy of the advisor instructions. (Keep the 3rd copy of each, advisor's master student list for yourself, in case the other copies get Lost.)
- In Let the advisors know when you want the corrected list (1 copy) returned to you. (I will need these corrected lists returned to me by Wednesday, Match 9.)
- J. Some of your school teachers (such as department chairman) may be listed as an advisor, but with no student names in their "advisory". If you verify that such teachers have no students in their "advisory", return a copy of the "list" with a line drawn through the savisor's name. I will then have that teacher a name removed from the computer file, so it will not appear in any of the STEP answer sheets.
- 4. Another problem that may occur is a list of students for an advisor mamed "INCLOWS". The students listed here will very likely belong to several different advisories. You will need to print, in the "Rametks" area by each of these students, what the correct advisor code should be, as well as correct of add any other necessary information.
- Collect the corrected lines back from the advisors, and return ther to me by Wednesday, March 9.

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS
FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON STEP ANSWER SHEETS

ADVISORS

REVIEWING STUDENT INFORMATION FOR STEP TESTING

District records show that the students on the attached computer listing are in your advisory! (You have 2 oppies of this computer listing)

This information will be printed and bubbled, by computer, on the STEP answer sheets that will be used this year. This new procedure will make the testing results more accurate and will aid in getting the STEP teports back to your school much earlier, if the information on this ligt is complete and accurate.

To make sure that the information is completed and accurate, we are asking you to review this list and note any problems.

Here's what you do:

1. Scan quickly: names, grades, student numbers, etc., in List "A".

Examine carefully: names, grades, student numbers, atc., in
List "B". (Most advisors will not have a
List "B". If you do, it will contain
students for whom it is very likely that
there is inaccurate or missing information.)

- When you review these lists, you may discover several different types of problems--
 - 4. A student is light but is not now in your advisory:

Draw a line through the gattry.

b. Some of the information about the scudent is inaccurate:

Print the correct information in the space just to the right of the inaccutate information.

Some of the information is missing (the ethnicity) information is always missing for acudents in List "B") :-

Print the correct information in the space beside where the information should have been printed. (For missing ethnicity information, print "Black", "Indian", "Mexican American", "Orintal", or "Anglo".)

d. A student is in your advisory but is not listed:

Trine the student information in the spaces arounded at the bottom of jour list.

Return one copy of the corrected list to your counselor (even if there were no corrections to make). Your tourselor will tell you when the list must be turned in.

Wou may seep the other copy of the list if you wish.

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES PRIOR TO TESTING DAYS

BUILDING TEST COORDINATOR CHECKLIST # 1

, ,		
, der	ORENTHE TESTING WEEK STATS:	
	Advise Jim Watkins (458-1227) at ORE where the trucks should deliver and pick up the testing materials at your school.	· ,
利杰	Inventory all resting materials received from ORE:	* *
	Test booklets. Pre-printed answer sheets. Blank answer sheets.	
	Blank answer sheets. Pive #2 pencils/advisory or other tenting monitors. Testing directions and packets for teachers and other monitors. Testing audio tapes. Building Test Coordinator's directions and checklists.	
•	If you do not have enough materials, please call Mary Roden (458-1227) to order more.	٧.
	Give your teachers their testing packers. These packers contain:	
6	(green) Teacher checklist # (to use the first testing day) (bluek Special Circumstances Log #1 (to use the first testing day) Script for Day One	
b io	(pink) { Teacher conclist #3 (to use the second testing day) Special droumstances Log #2 (to use the second testing day) Script for Day Two	<
4 .	Train your teachers in all the necessary things they must know to function affectively as testing monitors. Emphasize the following things:	٠
* /#k	Teachers should be told how to bubble in the student identifying information on page one of the enswer sheets. They will have to do this if some of their students and have a pre-printed answer sheet.	
ţ	Teachers should not make any changes to the preprinted information on the answer sheets. If they information is grossly in error (wrong name or wrong student a they the teacher should make out a whole new answer sheet. Rowever, a misapelled name or wrong sex indication will not affect	
, 1 , 1	the acore and does not necessitate making out a new answer sheet. Teachers should be instructed in how and why to use the Special Circumstance Logs. These logs are meant to document the reasons for possibly invalid	•
	. Teachers should be instructed in how to bubble in the Special Circumstances bubbles on page one of the answer sheet.	\
— -	μ	

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS
FOR ACTIVITIES PRIOR TO TESTING DAYS

6.34

Teachers should be instructed in when to bubble in Special Code 2 on page 1 of the students' answer sheets: "O" - special education exemption category "1" - foreign language category "2" - student was not exempted for the testing, but was absent and rook nong of the tests. Emphasize that there are only two reasons a student can be exempted. (special education and foreign language-spanking). Vocational students are NOT exempted; meither are seniors. Teachers should be cold NOT to help students AT ALL during the testing. This means they should not even interpret test items for students. After the instructions are completed over the migrophone and the test administrator says "Begin!" the only correct teacher response to a question is, "I'm sorry, but I can't help you at all or explain enything shous the test items. Just do the best you can. If you don't know the gver to a question, skip it and come back to it when you've done all check all period a sharpeners in the bing rooms to be sure that they work well Be sure that P. A. system works in all rooms where testing will occur. oms to be sure there is adequate space and that the 7. a Check all grooms is adequate for students to take the tests conforts 8. Make arrangements for the security of the teams material in your building. Make the necessary arrangements with carateril people to delay lunch on the **2** 9. two days of setting in your building. Ottook with the vocational counselors and teachers in your building to be □ 10. who go to work in the morning or the afternoon, and (2) vocational students from other schools who are scheduled to be in your building on the testing days or students from your school who are scheduled to be in another school on the days of your testing. If there is any confusion, please work this out at your school or call Loyce Igo and/or Joe Wicars, or call Jim Watkins at 458-1227. 11. If you are using the testing tupes: } Locate a cape recorder (reel to real) that will play on 3 3/4 speeds (This means 3 3/4 inches per second.) Locate the person in your school who will be responsible for plugging in the tape recorder to the PA system on both testing days, turning the tape recorder on and off at appropriate times throughout the teating periods, and making sure that everything runs smoothly with the tape. Be sure this person has received training in Now to use and operate the teating tapes. (It wouldn't be a bad idea to have a backup person).

*B-1-20 182,,,

Have this person practice running all the way through both testing tapes for Day 1 and Day 2) on the PA before the testing days. It may take a while, but it may also prevent any botch-ups on the testing of

Read your blue Building Test Coordinator's Checklist #2 and know what it is you are supposed to have ready and what you are supposed to do on that day.

days.

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUTLDING TEST COORDINATORS FOR ACTIVITIES DURING FIRST TESTING DAY

BUILDING TEST COORDINATOR CHECKLIST # 2 THE FIRST DAY OF TESTING: Before it starts, 1. Hand out endugh test booklets and scratch paper to each teacher who will be monitoring the testing. . 2. Be sure the tape recorder and testing tapes are set in place and ready to go before school starts. 3. Be sure the bells are on MANUA, and someone is standing by to operate them this morning. Be sure the principal is on hand to give his/her introductory remarks. (Be sure that the ORE-prepared principal remarks are edited so that they are unique to your testing situation.) 5. , Calm yourself - it's about to start! During the testing: 6. Principal gives introductory remarks over the PA system. Chanselor turns on tape recorder. (Don't forget to turn the tape off when you're supposed to and to ring the bells for the mid-morning break.) After the testing: 8. Be sure that all teachers have accounted for all test booklets and answer sheets at the end of the first testing day. Be sure that all testime booklets and answer sheets are in a secure place for the night and that all teachers know how they are going to get these materials first thing tomorrow morning... Read your pink checkitst for tomorrow to be suga you know what you are supposed to do. Relax a minute - it's halfway over;

4

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS
FOR ACTIVITIES DURING SECOND TESTING DAY

BUILDING TEST COORDINATOR CHECKLIST # 3 THE SECOND DAY OF TESTING Before it starts: Be sure that all teachers have their test bookieps, scratch paper for today's math test, and students' answer sheets in hand before the first bell rings. Be sure that the tape recorder and testing tapes are in place and ready to go before school starcs if you are using the tapes. Be suge the bells arm on MANUAL. Be sure that your principal is on hand to give his/her introductory remarks about the testing over the PA. system. Be sure that the CRE-prepared remarks for the principal have been edited if necessary so they are appropriate to your testing situation. During the (testings 5. Principal gives increductory talk over PA system. Counselor turns on tape recorder. (Don't forget to turn the tape off when you're supposed to and to ring the bells for the wid-morning break.) Be sure that all reachers have collected all fest booklets and all answer well as all borrowed #2 pencils from students before scudents to go to lunch. the teachers turn in their test materials to you, check have coded their Special the Z bubbles on page 1 of the 50 suce they appropriate: "O" - exempted special education students "1" - foreign language exempted students
"2" - unwexempted students who were absent for all testing. Atso, ask each teacher if he or she bubbled in the necessary Special Circumstances bubbles on page one of the enswer sheets.

183

(over)

Figure B-1-11 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS
FOR ACTIVITIES DURING SECOND TESTING DAY

		,		·	
	· · · · · · · · · · · · · · · · · · ·	, ; <u>*</u>	[/]	•	•
П.,		; *	. <u>K</u>		7
10.	Be sure that all te rooms by 4:00 TOD AT	achere turn in to . earlier it possi	you al/1 destin ble.	g material from	their
		r F	/	***	
	. LN AD THEY ARE	TURNED WAY TO YOU.) /	*	- , /
	all answer shee	ets. Spotcheck the	m aphwér sheet:	s to be sure the	y have to
	" . IN DIRECT CTITIES IN	l ecc. Do chim a	i teacher check	c th am illa ta van	
<u>L</u> .,	all totally bis	1-ON TOP" stack se	1	TO TO TO	P" atack
	all #2 pencils	which were loaned	to teachers.		
	all teacher cos	mänts About the te	# 540 L	jobr -	W. W.
_	att abectet - dr	cumstances Logs.			196
11.	Package up the testin	g booklate 100 to	Box. (THIS	IS IMPORT AT !!!)
	Tappeche boxes and publick up somorrow morn	ing.	rranged place	for the frucks/	R.
/ 🔲 12. d	Deliver personally th	e other cent mater	tals to the OR	F nevenn and on	* 90°
, , , , , , , , , , , , , , , , , , ,	your school:	t .		L harmon was raff.	im to
	all totally blan	k anawar ahaara.		a May 1	
	all #2 pencils f	rom ORK.	b ad back to	, ,	4
		, ,	1 '	*	
Ů	ou may keep your team ith the rest of us in	ner commants should nour debristing ma	t the testing	in your mehodl. Ill be held toon	Share these
	atain the Special Cir	/ L .			
%-ZX	M" .		j.	or rachiw rejere	
_ □ ±4¢ 0	DNGR AFUL ATE YOURSELF	YOU LIVED THROU	GR IT!!!!		
		WE TO THE	· · · · · · · · · · · · · · · · · · ·		** ** ** **

184

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES PRIOR TO TESTING DAYS'

TEACHER CHECKLIST # 1

BEFORE THE TESTING STARTS

1. Have you been "walked through" the testing material by your Building Test
(bordinates and do you know what is expected of you as a testing monitor
including:

How to use the Special Circumstances Logs?

How to bubble in the Special Circumstances bubbles?

How to use the Special Code Z's?

What MOT to do during the testing?

Who is exempted from the testing? W

How to fill out NEW answer sheets?

How to tear the answer sheets apart without tearing the up?

- 2 2 Does the pencil sharpener in your room work?
- 3. De you have at least five #2 pencils for your students to borrows
- 4. Is there adequate space in your room to test all your students?
- 5. Is the lighting in your room adequate for students to take the rests comfortably?
- Does the PA system in your room work adequately?
- 7. This is optional, but you MIGHT want to consider planning an with your students for the several three-minute breaks which they will have in the room during the two days at testing. (They have some ten minute breaks during which they can leave the room, too). During these three minute breaks, however, students should remain in your room. These activities might finding simply talking to your students or conducting breathing activities (don't laugh!), etc.
- Be sure you know where you are supposed to keep the test booklets and answer sheets during the time you have responsibility for them. They should be kept in a secure place. Some schools may have plans to collect the booklets and answer sheets after each day's testing. If noting you wend to locate a secure place where you will keep these materials.
- 9. Be sure you have a clock or watch with a second hand ready to time the tests in case the PA system in your room breaks down during the testing.

Figure B-1-12 (continued) INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES PRIOR TO TESTING DAYS

ATTER YOU GET THE ANSWER SHEETS:

C.J

10. Do you have a preprinted set of answer sheets for each student in your room? Is all the information correct? If there are gross errors, make a new answer sheet. If the errors are minimal (misspelled names, wrong sex indicated), do not make by changes; these errors will not affect the scoring process.

Special Codes A.B. and C are the places where the advisor code is written.

11. THIS IS VERY IMPORT ANT::: Separate out all the answer sheets for the following students:

All students who are enrolled in a self-contained special education class and some other special education resource students for whom the STEP testing would be disastrously unpleasant. There will, of course, he many, many special aducation students who should not be exempted from the testing; these are students who spend less than two hours each day in the resource room.

Students who have recently transferred into ASD from a foreign country and who do not yet speak or read English well shough to be able to understand the testing questions.

NO OTHER STUDENTS MAK- BE EXEMPTED!

the exempted students, bubble in SPECLAL CODE & on page one,

"O" > special education exemptions.

"l" - foreign language exemptions.

INSTRUCTIONS PROVIDED TO MIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

TEACHER CHECKLIST # 2 -

THE FIRST DAY OF TESTING:

The following is an approximate schedule for the day, assuming the testing will start at 8:40 AM.

Materials and general instructions 8:40-9:00 Math concepts test 9:00-9:40 Break (in room) 9:40-9:45 Instructions for reading test 9:45-9:50 9:50-10:35 Reading test Break coutside room (10 minutes + 5 extra minutes) 10: 35-10756 Instructions for mechanics of writing test 10: 50-10: 55 Mechanics of writing test 10:55-11:35 11:-35-Lla 40 Break (in room) Instructions for English expression teas 11:40-11:45 11:45-12:25 English expression test 12: 25-12: 35 Chilect test materials 12: 35 Lunah

Before the testing:

- 1. Do you have the correct number of testing booklets-worm for each student in the room and one for yourself? Do you have a preprinted answer sheet (or one you did yourself) for each of your students (pages 1, 2, and 3)?
- 2. Do you have extra #2 pencils at least 5 extra onas? Do they have good points of them? Do you have enough scratch paper for the mathematics test that will be given modey?
- 1. Do you have a copy of the Special Circumstances Log to use today?
- 4. Do you have a copy of today's testing script? Are you familiar enough with it so that you could take over the testing in case the PA system goes out in your room?
- 5. Do you understand how and why to fill out the Special Circumstances tog?
- 6. The purpose of the Special Circumstances Log is to keep a record of those students who are taking one or more of the STEP tests under such unusual circumstances that the final test score will probably be much lower or higher than the score would have been under more normal discumstances.

The student, in any case, should be allowed to finish the test. However, will be explained in a later checklist, those students test scores will be reported in such a manner that any community or teacher who reviews the student execord in the future all realize that some unusual circumstances existed during the test admitistration which may have resulted in an inappropriately low or high score for that a makent on that test.

ovet)

187

B_z1, 26

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

The Special Circumstances Language be handwritten. However, the log should be nest, because it will be turned in to your Building Test. Coordinator after all the language is finished to keep on file in your school for future re by teachers, parents, and students: example of a filled-out Special Circumstances Log is whom on below, SPECIAL CIRCLESTANCES LOO PROCTOR: Mike Walters SCHOOL: STUDENT SPECIAL CIRCUMSTANCES Angela Sanchez Math Basia Concepts Broke glasses-mean't read Brother in bad car accident John Burbanks Maste Concepts night--very upset Mech of Writing Susah Hoverd Unknown problem, but has been crying a lot for 2 days During the testing: While the tests are actually being given: Just follow along in your own copy of the script. Be sure that you write down the time each test begins so that you pe the test if me PA system in your, room should malfunction at students quiet during the festing periods Be sure to walk around the room right after every test begins to be sure that all students are answering in the right section of their answer affects. (This is a common miscake chat students make.) Be sure you do not answer test items for the students or help them in any way, Be sure that your students are continuing on to the next page of s test until the test tells him or her to stop or the time for that test runs out. Be sure the students stop when they are supposed to stop, hurs your students do not so back to parts of the test they have al/candy finished...

188

Be sure to note on the Special Cardumstances Log any unusual student .

B-1-2

behaviors that might invalidate the test scores,

ERIC

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

MENT IL'S OVER: Did each student write his name on each of the three pages of his or her **3**. answer sheet? Have you collected all answer sheets, test booklets, and pencils at the end of the testing day? Do not let your acudents leave the room to gd to lunch until all materials have been accounted for. Have you stored all testing materials in a secure place for tomorrow's 🔲 10. testing? Have you read your checklist for tomorrow and know what, you are supposed □ 11.* to do?

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL AFTER FOR ACTIVITIES DURING FIRST TESTING DAY

SPECIAL CIRCUMSTANCES LOG # 1

SCHOOL: PROCTOR: STUDENT TEST SPECIAL CIRCUMSTANCES

TRANSFER FHIS INFORMATION TO YOUR STUDENTS" ANSWER SHEETS (PAGE 1, Special Circumstances 3lock), and then turn this page in to your Building Test Coordinator.

ERIC

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS

- TEACHER CHECKLIST # 3

SE COND D AF DY TESTING:

The following is an approximate schedule for the day, assuming the country will agart at 8:40 A.M.:

8: 40-9: 00	Macerials and instructions
	Science test
10:00-10:05	Break (in room)
10: 05-10: 10	Instructions for math computation test
10:10-10:50	Math computation test
10: 50-11: 05	Break (10 minute + 5 extra minutes to get kids back)
11:05-11:10	Instructions for social studies test
11:10-12:10	Social studies test
	Collect materials
	Lynch

Before it starts:

1. Do you have the correct number of testing booklets -- one for each student in your room and one for yourself? Do you have all the answer sheets for your students?

Did the students all write their names at the top of page 3 of the answer sheets? If not, you can identify each student's "page 3" by matching it with the Page 1 and 2 answer sheet which has the answer sheet and answer sheet answer sheet answer sheet answer sheet.

- Do you have extra #2 pencils -- at least 5 extra ones? Who they have good points on them? Do you have enough scratch paper for the mathematics test that will be given later today?
- . 3. Do you have a copy of the Special Circumstances Log to use codey?
- 4. Do you have a copy of today's testing script? Are you familiar wantuch with it that you could take over the testing if the PA system in your groom goes out?
- 5. Do you understand how and why to fill out the Special Circumstances Log?

During the testing:

- 6. While the tests are being given:
 - Just follow along in your own copy of the script.
 - Be sure you write down the time each tent begins so that you can trime the test if the PA system in your room should malfunction.

Flaure B-1-14 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACLIENTIES DURING RECONDITESTING DAY

		* ******	Marie Management Production
	to ente etinione ere mier furfing the touriste parte	da	, j
	Re give to welk around the rame tight after diary to be dute that all grudents are applicating for the right the ensure sheets. (This to be comed after the that	t section of	
	Re sure rou to not answer task tress for she selution	en or halp the	i Nh
	भिक्षण पार्टक र्रावर्ट प्राप्तात कर तक्ष्मणक करने सात्मारहका प्राप्त राज्य र प्रमुख्य पार्ट के रुक्त्य प्राप्त १ प्राप्त रुक्तिर्ट्टिक पिश्च प्रमुख्य रूप भिन्न रेज के रिप्त रिप्त हुक्तर प्राप्तान प्रथा	the same transfer than	,
ì	to ours that the stiments ofth when they are engine	ed to etrop:	
ц	tentation and animal and and an experience of the		•
	**************************************	r Himmanak Kesa	٠.
		•	
.v	Mint the testing		š.
	hilone all answer sheety, teer honeiges, and pencife at lear RTFF teer. To not let roug anderte lears the room until all materials have been accomfed for	• · · · · · · · · · · · · · · · · · · ·	. %
A :	finest grows jedudente have lieft the prove		
0 •	for each eludant make ours both ensure chasts "pages 1 & present and that all required tientifring infranting out and number, echonoliminate, ghade, et	selent name	; ; : ;
□ ,	- Barriam societas languara se Saar glaarina, maatag a	righ that	
	a - "Sara ara so arra, marka - n o a anever anaera		ē
	h Bubblas are monterally filled to add markings star t	nette the line	4
	Anomar ababta ara mir filitat biran ar tha i sthatel, w otherwise tempest	♥ 10 # [#d], SE	
	ा कराइट । अन्यक्तर क्षणप्रार्ग राज्य कामारक प्रशासनिकाल करावल होते राज्येक रक प्राप्त में समित क्षणीमामार महिल्लाहा	motres filling	
	Fig. aach or where every thereof he cover him and pick innertal ware the highligh or highligh out that or identic anomal shoot thereof there will be not a heart through the ware heart (midet innertal). In committee of the characteristic in the marketing of the characteristic in the marketing of or other the characteristic in the	ipaga 10 fut 7 Maka a sera 1 paga 1 or pose	tare. Far
	٠ لر		

Figure B-1-1 (Tromstnued)

INSTRUCTIONS PROVIDED TO HICK, SECOLARDVISORS

•				took ádne :	of the
		ere who were not a series of the series of t		"2" THEOR	
			THE PARTY	dia a	
□ 13 · 1	toparata pour	itudenta anever she		Deloka:	•
	One etack	should contain all	القالة بسيد	Page 1	and 2
		Pige 1 aboutd beite		highest in	this
	drack		J.Ca.		•
	The steet	select should agreed	n the sales of	teese vine p	ege 1 in
į	Jan 500	e encold by facto	s up the east .	these jab this	e Beach.
	NOTE IN	gues sheers in nor n	eed to distance	and he acude	ne grade
	at	elmanetical orter.		72	%
-	•	er period anterials	1.	ine teel ho	Fasharhr'
	Tirm (m elikary)	TIPE MILITARY INC.	-01911 6 2710	lears the h	at i Mae
r '	्रमात्र क्षेत्रका समाप्त अस्ति । स्थानी त्रिक्त समाप्त अस्ति ।	12 14 1 20 234	21		. 1
	\· • •	- 1	*	· . *	:
	41 1444	The state of the source	idents, 1		. ,
		r Stade anever enge			-
		ing gariath 13 Sentii			
		riceraïolit elceraïolit ant ≃omm	anta imi have i	share 🍎 🕶	efing.
		(a) Germatan-as be		•	*
		- ·	•		
	· · · · · · · · · · · · · · · · · · ·		•	,	

1:00

Figure 8-1-14 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING SECOND TESTING DAY

STUDENT JEST SPECIAL SPANCES	PROCTOR:	SCHOOL:
	י איניספרונ	 SPECIAL STANCES
		, 1

AVERAGE PERCENT CORRECT 9th GRADE READING SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

	AVERAGE PERCENT CORRECT		"GAIN"	
SKILLS AREA	1975-76		or "LOSS"1	
w. Vocabulary	59%	59%	no change	
Comprehension of 1	42%	43%	+1	
Comprehension of	487:	50%	+1	
Character Analysis .	36%	37%	+1	
Drawing Conclusions & Making Inferences	417	417	no change	
Comprehension of , Tone and Hood	327	34%	+2	

Mgain"/"Long" = Average C Correct in 1976-77 - Average C Correct in 1975-76.

AVERAGE PERCENT CORRECT 9th GRADE ENGLISH EXPRESSIONS SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERC	"GAIN"	
SKILLS AREA		1976-77	or "LOSS"1
Usage: Agreement and Case Comparison General Usage Verb Forms	40%	40%	no change
	47%	49%	+2'
	39%	40%	+1
	44%	40%	no change
Sentence Structure: "Nodifier Placement Clauses and Phrases Pagallelism	35%	33%	-2
	45%	39%	-1
	51%	54%	+3

"Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-17

AVERAGE PERCENT CORRECT 9th GRADE MECHANICS OF WRITING SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN"
	1975-76	19/6-//	of 1028
Spelling	442	447	no change
Punctyation	412	42% *	41
Capitalization	52%	₹*52 %	no change
		• 4	

"Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

AVERAGE PERCENT CORRECT 9th GRADE SOCIAL STUDIES SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

	AVERAGE PERCENT CORRECT		"GAIN"	
SKILLS AREA	1975-26	1976-77	or "LOSS"1	
Organizing Information	45%	46%	+1	
Interpreting				
Information:		·		
Political Science	52%	54%	+2	
Sociology and				
Anthropology	48%	48%	no change	
Economics	41%	43%	+2	
History	36%	35%	-1	
Geography	.48%	49%	, +1	
Evaluation:			, ,	
Political Science	40.%	41%	+1	
Sociology and	•] .	
Anthropology	4 9%	51%	. +2	
Economics	30%	31%	l- <u>1</u>	
History	36%	13/%	+1	
Geography	. 46%	48%	f +2	

b'Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

AVERAGE PERCENT CORRECT 9th GRADE SCIENCE SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERC	"GAIN"	
DESIDED AREA	1975-76	1976-77	or "LOSS" ¹
Skills:	,	,	•
Knowledge	40%	41%	+1
Comprehension	45%	45%	no change
Application	45%	46%	+1
Higher Level Skills	52%	53%	+1
Content:			
Biology	. 44%	45%	+1
Chemistry	- 34%	35%	+1
Physics	41%	41%	no change
Earth Sciences	48#	49%	+1

^{1&}quot;Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76

Figure B-1-20 %

AVERAGE PERCENT CORRECT 9th GRADE MATHEMATICS SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

	AVERAGE PERCENT CORRECT		"GAIN"
SKILLS AREA	1975-76	1976-77	or "LOSS"1
Computation!	z.	•	, ,
Whole Numbers	71%	73%	+2
Fractions	45%	- 46%	+1
Decimals & Percents	40%	41%	+1
Denominate Numbers	40%	41%	+1
Elem. Algebraic			,
Manipulation	121.7%	41%	no change
Concepts:	s.		
Recall Facts and/or		,	•
Perform Math	ţ.		
Manipulations	3-9 %	38%	-1
Comprehension of	•		e t
* Math Concepts	52%	52%	no change
Exercise Ingenuity			*
or Higher Mental	33%	33%	no change
Processes		}	

[&]quot;Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

AVERAGE PERGENT CORRECT

10th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERC	ENT CORRECT	"GAIN" or "LOSS"1
Vocabulary	65%	. 66%	+1
Comprehension of	47	48	+1
Comprehension of Sp. Details	54	55	+1
Character Analysis' Drawing Conclusions	39	17)	no chang
& Making Inferences	46	47	+1 +
Comprehension of Tone and Mood	40	, ja	1

^{1 &}quot;Gain" A"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

AVERAGE PERCENT CORRECT

19th ORADE ENGLISH EXPRESSION ENTLIS APEAS

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

	AVERAGE PERC	ENT CORRECT	"GAIN"
skills area	1975-76	4976-77	or "Loss".
Usage:		,	, <u>,</u> ,
Agreement and Case	. 45	45,	no change
Comparison	51	5.4	+1
Ceneral Usage	44 .	45	+1
Verb Forms	5.1	# #1 1 /	* *1
Sentence Structure:		·	·, ·
Modifier Placement	30	40	+1
Clauses and Phrases	44	45	+1
Parallelism	50	61	4.7

1 "Gain"/"loss" - Average 7 Correct in 1976-77 - Average Z ...
Correct in 1975-76.

Figure B-1-23

AVERAGE PERCENT CORRECT

10th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

1975-76 and 1976-77

1975-76	"GAIN" or "LOSS" ¹	
497	P 50%	+1
45%	462	+1
567	5/2	+1
	49Z 45Z	49Z 50Z 45Z 46Z

"Gain"/"Loss" = Average T Correct in 1976-77 - Average T Correct in 1975-76.

200

AVERAGE PERCENT CORRECT 10th GRADE SOCIAL STUDIES SETTLS AREAS

SEQUENTIAL TESTS OF EDUCATIONAL PROGE

SKILLS AREA	_AVERAGE	PERC	ENT CORRE	CT	"GAIN"	
DRILLO AKEA	197	3-76	1976-77		or "L055"	.1
Organizing Information	51		54		+1)	
Interpreting	•					
Information:						
Political Science	20		50		o change	
Sociology and		1			• 1	
/ Anthropology	54		5.5		F1	
Economics	46	1	5.47		*1 %	•
History ·	4.1		$\frac{41}{2}$		+1	
Geography	5.5	•) 55	n	o change.	
Evaluation:			√ .	į		
Political Science	7, %		4.7	1	+1	
Sociology and				1.	1	
Anthropology	·* _F *		* ₁ 7)		1.3 ()	
Economics	16		15.	. ,	-1	
History	42	1.1	4.7	n	o change	
Geography	7.2		5.1	- 1	↓ 1	

^{1 &}quot;Gain"/"Loss" - Average % Correct in 1976-77 - Average % Correct in 1975-76.

. LOCH TRADE SCHULCE SKILLS PEAS

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

4477.04	AVERAGE PERCENT CORRECT		"GAIN"	
SKILLS AREA		1976-77	or "LOSS"1	
Skills:				
Knowledge	46.	, 47	+1	
Comprehension	49	50	+1	
Application	, 50,	51'	+1)	
Higher Level Skills	57	57.	no change	
		•	•	
Content:		5/2		
Biology	50	32	† Z	
Chemistry	. 37	13	71	
Physics	45	45	no change	
Earth Sciences	Marie San San San San San San San San San San	14		

"Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76

AVERAGE PERCENT CORRECT 10th GRADE MATHEMATICS SHILLS SEQUENTIAL TESTS OF FOUNDATIONAL PROPERTS 1975-76 and 1975-76

SKILLS AREA	AVERAGE PERG	"GAIN"	
		1976-77	or "Loss"
Computation:	4		
Whole Numbers	17		n 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Fractions			
Decimals & Percents	•	±	and the amount
Denominate Numbers	a r		
Elem. Algebraic			
Manipulations :			-:
Concepts:			
Recall facts and/or			
perform Math			
Manipulations			
4 15 3 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		•	-
Comprehension of			•
Math Concepts		-	11 4 1 111 144
·			
Exercise Ingenuity or	.'		
Higher Mental			*
Processes	14.0	; ·,	110 11 111 101

1"Gain"/"loss" * Average % Correct in 1976-77 * average % correct in 1976-76.

ANTONIO DE LA COMPANSA DEL COMPANSA DE LA COMPANSA DEL COMPANSA DE LA COMPANSA DEL COMPANSA DE LA COMPANSA DEL COMPANSA DE LA COMPANSA DEL COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DEL COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMPANSA DE LA COMP

١

PER CLLING	1199		A CALL	2000CC	T	
Viscabulary	i	• •	· •	• • •	Ť	•:
Compression 1 of the	!		i i			
26 C C C C C C C C C C C C C C C C C C C						•
· 两种的特殊。						
Setatia					F	
Character Analysis		ž		,		,
heaving Conclusions - A Mai Lag Dalamana	i	4				•:
Contract Contract	•					
Tombourne Model		•				
	i				4 '	

The part of the second of the part of the second of the second of the second of the part of the second of the sec

2.

11 faire 4-1-14

AVERAGE PERCENT TORREST

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-75 and 1076-77

SKILLS AREA	AVERAGE DESIGN	10,000	"GAIN" or "Loss" ¹
Usage: Agreement and Take Compartion General Hange Verb Fotm.			
Sentence Otructure: Modifier Placement Clauses Mil Phrases Parallelism	· · · · · · · · · · · · · · · · · · ·		ns abanzo •X

Internal to the formula of the stage of the section of the sectio

Figure = 1.29

AVERAGE PYROPHT CORRECT

1_CH GPADE MECHANICH OF WRITING SKILLS AREAS SEQUENTIAL TESTS OF EUCCATIONAL PROGRESS

1975-75 and 1775-77

SKILLS AREA	AVERAGE PERC	INT CORRECT 1976-77	"GAIN" or "LOSS" ¹
Spalling		565	11 7
Punctuar fon	445	507	+]
capfral (zation	117	6.75	1+1

 $F + g_{11} + n - P = 1 - M$

AVERAGE PERCENT CORRECT

SEQUENTIAL TESTS OF CUMCATIONAL PROGRESS 1975-76 and 1975-77

	AVERAGE PERC	THE CHARREST	"GAIN"
\$KILLS AREA	1975= 10	1976-17	or "LCSS"
Organizing Information	,	- 1	- 1
Interpreting	.		
Information:	***	,	1.2
Socialogy and Anthropology	. 19		et The distance
Economica			111.1 (111.111.111
History Geography			₩ .?
Evaluation:	i	- i	4-1
rolleteal School			
Anthropology	, 	, , \	no chance
iconomics)	+1
History Geography	Fa - 1	5.4	no chimee

AVERAGE PERCENT CORRECT [110h WANE CATHWON SKIDDS ATNAL | | SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERC	"GAIN"	
	1975-76	1976-77	or "LOSS"1
Skills:			• .
Knowledge	4,3	5.3	ine change
Comprehension	7.2	د	40 5
Application		70	k 3
Higher Level Skills	4, 9	61.	an ah और क
Content:		•	
Biology	5 7	1 5	+2
Chemistry	13	44	+ :
Physics	, ·)	4.4	+1
Earth Sciences	<i>e</i> ,	F 14	L1

^{.1&}quot;Gain"/"loss" = Average 7 Correct in 1976-77 - Average 2 Correct in 1975-76

AVERAGE PERCENT CORRECT 11th GRADE MATHEMATICS SKILLS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS1975-76 and 1976-77

	AVERAGE PERCI	NT CORRECT	"GAIN"
SKILLS AREA ·	1975-76	1976-77	or "LOSS" ¹
Computation:	•	* -	
Whole Numbers	30	· \$1	+1
Fractions	57	5.3	+1
Decimals & Percents	sη	51	+1
Denominate Numbers	40	53	· + 3
	,		•
Elem. Algebraic	5.4	56	· +2
i Manipulațions	* *	₩ -	
Campanta		•	
Concepts: Recall facts and/or		· .	**
	77 a	•	
perform Math	1.6	4.7	+1
Manipulations	eas gy	,	
Comprehension of	/	-	•
	60 t	61	+1 .
Math Concepts'	\		'
*Engrades Inconsity or	$i_{2}^{L}i$		يو ٠
Exercise Ingenuity or Exercise Mental		,	
Processes	» 30	41	+2
rrocesses	,		

l"Gain"/"loss" = Average % Correct in 1976-77 - average % correct
in 1975-76.

AVERAGE PERCENT CORRECT 12th GRADE READING SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERC	ENT CORRECT	"GAIN" or "LOSS"
Vocabulary Comprehension of	75%	75%	no change
Main Idea	57	58	+1
Comprehension of Details	64	66 *	+2
Character Analysis Drawing Conclusions	40	51	+2
& Making Inferences Comprehension of	55 .	57	+2
Tone and Mood	50	52.	+2

Correct in 1975-76.

AVERAGE PERCENT CORRECT 12th GRADE ENGLISH EXPRESSION SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCI	"GAIN" or "LOSS" ¹	
Usage: Agreement and Case Comparison General Usage Verb Forms Sentence Structure: Modifier Placement Clauses and Phrases Parallelism	57	57	no change
	65	65	no change
	55	56,	+1
	54	64	no change
	51	53	+2
	54	55	+1
	70	71	+1

l'Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-35

AVERAGE PERCENT CORRECT 12th GRADE MECHANICS OF WRITING SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCI	"GAIN" or "LOSS" ¹	
Spelling	59%	60%	+1
Punctuation	54%	55%	+1
Capitalization	66%	66%	no change

1"Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.



Figure B-1-36 .

AVERAGE PERCENT CORRECT 12th GRADD SOCIAL STUDIES GHIDLE AREAS

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN"	
	1975-76	1976-77	or "LOSS"1	
Organizing Information	64	66	+2	
Interpreting			•	
Information:	\$	l		
Political Science	60	73	+4	
Sociology and) . • • • • • • • • • • • • • • • • • •	,	
Anthropology	64	66	+2 '	
Economics	. 51	52	+1	
History	47	48	+1	
Geography	· 84	68	+4	
Evaluation:		-		
Political Science	57	59	+2	
Sociology and			' =	
Anthropology	· 68	71	+3	
Economics	44	46	+2	
History	·51	53	+2	
Geography	62	63	+1	

l"Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

AVERAGE PERCENT CORRECT 17th GRADE SCIENCE SKILLS AREAS

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCI		"GAIN" or "LOSS"		
Skills: Knowledge Comprehension Application Higher Level Skills	51	52	+1		
	55	58	+3		
	57	50	+2		
	64	65	+1		
Content: Biology Chemistry Physics Earth Sciences	56	58	+2		
	44	47	+3		
	51	52	+1		
	50	61	+2		



AVERAGE PERCENT CORRECT 12:5 GRADE MATHEMATICS SHILLS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS 1975-76 and 1976-77

CUTILC ADEA	AVERAGE PERC	"GAIN"	
SKILLS AREA	1975-76	1976-77	or "LOSS"1
Computation:	\$		"
Whole Numbers	82	27	+1
Fractions	61	6.2	+]
Decimals & Percents	54	5.5	₩Ž
Denominate Numbers	* 55	57	= 2
Elem. Algebraic			
. Manipulations	38	5.1	L1
Concepts: Recall facts and/or perform Math	. 1		• \
Manipulations	• '	5-)	1.
Comprehension of Math Concepts	4-2	6.	42
Exercise Ingenuity or Higher Mental Processes	42	43	4

^{1 &}quot;Gain"/"loss" = Average % Correct in 1976-77 - average % correct in 1975-76.

CHANGES IN AVERAGE PERCENT CORRECT READING SKILLS FROM 1975-76 TO 1976-77

	Changes in Average Percent Correct1					
Skills Areas	9th Grade			12th Grade		
	J	<u>.</u> .,	+1 .	.a	,, +0,5	
Vocabularv	0	中上		U		
Comprehension of Main Idea	+1	+1	+1	+ 1	+1.0	
Comprehension of	. •		- 4 ₂			
· Details	+1.	+1	0	· +2	+1.0	
Character Analysis	#1	0 .	. +2	+2	+1.25	
Drawing Conclusions			j			
& Making Inferences	")	+1	+1	○ +2	+0.3	
Comprehension of	_					
Tone and Mood	+ 2	-1	+ 1	+2	+1.0	

These changes are the "gains"/"losses" reported in Figures 8-1-15 through B-1-38. The average is computed across all grades for each skills area.

Figure Bell-40

CHANGES IN AVERAGE PERCENT CORRECT // PNGLISH PURPLISHED SELLS FROM 1975-76 TO 1976-77

Skills Arcas					
	9th Grade	10th Grade	lith Grade	12th Grade	Average ²
Usage:		,		To .	
Agreement and late		•	<u>_</u>		40.25
Comparison	*.	+1		, γ	+1.25
General Usage	+1	+1	**	· +1	-+1.00
Werb Forms		* .	* ;	¥ 3	#1), 50° ₽
Sentence Structure:					
Modifier Placement		+1	i.t	+3	+0,25
Clause 4 Phyases	1	≠ 1	+;	· +1	+0.50
Parallelism,	+ 2	+ <u>}</u>	+1	+1	+1.775

These unanges are the "gains" "To see" reported in Plymes Selel's through Dele38

The average is computed across all grades for each skills grea.

Figure 8-1-41

CHANGES IN AVERAGE PERCENT CORRECT MECHANICS OF WRITING SKILLS FROM 1975-76 TO 1975-77

		Changes in	a Average Pero	ent Correct	i
Skills Areas	9th Grade	10th Grade	llth,Grade	12th Grade	AVERAGE ²
Spelling	0	+1	+1	+1	+0.75
Punctuation;	· ·+ <u>1</u>	+1	+1	+1	+1.00
Capitalization	()	+1	. +1	. 0 .	+0.50

These changes are the "gains"/"losses" reported in Figures B-1-15 through -B-1-38?

The giverage is computed across all grades for each skills area.

CHANGES IN AVERAGE PERCENT CORRECT SOCIAL STUDIES SKILLS FROM 1975-76 TO 1976-77

Skille Areas	Changes in Average Percent Correct!					
ACAD ACAD	9th Grade		11 th Grade	1 1		
Organizing Information	+1	+1	-1	+2	+0 -15	
Interpreting Information:	A Commence					
Political Science	+2	0	+2	+4	+2 -00	
Sociology and	,	•				
An thropology	0 '	+1	+1	+2	+1 -00	
Economics	+2	+1	0	+1	+1 -00	
History	-1	+1	-Z +2	+1	-0 -25	
Geog sup hy	+1 .	0.	+2	+4	+1 -75	
Evaluation:			**************************************	· [
Political Science	+1	+1	+1	+ 2	+1 - 25	
Sociology and	1				_	
An chropology	+2	+ 2	+1	+3	+2.00	
Economics -	+1	= 1	0	+ 2	+0 . 50	
ll 1st ory	+1	· ﴿)	+1	+ 2	+1.00	
Geog map hy	+2	+1	0	+1	+1.00	

¹ These charges are the "gains"/"losses" reported in Figures B-1-15 through B-1-38,



Z The average is computed across all grades for each skills ares.

CHANGES IN AVERAGE PERCENT CORRECT SCIENCE SKILLS FROM 1975-76 TO 1975-77

	Changes in Average Percent Correct I				
Skille Areas	9th Grade	10th Grade	11th Grade	12th Crade	AVETAGE
Skille:			'	*	
Knowledge	+1	+1	0	+1	+0.75
Comprehension	0	+ 1	+2	+3	+1.50
Application	+1	+1	+2	· +2	+1.50
Higher Level Skills	+1	0	0	+1 .	+0.50
Content:				1	
Biology	; + 1	+2	+2	+2	+1.75
Chemistry	+1	+ <u>1</u>	+1	+3	+1.50
Physics	0	n	+1	+1	+0.50
Earth Sciences	+1	+2	+1	+2	+1.50

These changes are the "gains"/"losses" reported in Figures 8-1-15 through B-1-2 The average is computed across all grades for each smills area.



CHANGES IN AVERAGE PERCENT CORRECT MATH SKILLS FROM 1975-76 TO 1976-77

Changes in Average Percent Correct1 Skills Areas 10th Grade | 11th Grade | 12th Grade Average2 9th Grade Computation: +1.0 +1 +1 Whole Numbers +2 () +1 +1 +0.5 Fractions +1 -1+1.0 +1 +2 Decimals & Percents **+**1 0 - 1 +0.25 Denominate Numbers +1 +3 -2Elem. Algebraic ' +0,50 +2 +1 -1 Manipulations Concepts: Recall Paces and/or Perform Mach +0.50 +1 **+1** +1 Manipulations -- [Comprehension of +0.75 Math Cocnepts 0 0 **'+1** +2 Exercise Ingenuity on Higher Mental +0.75 +1 +2 Processes 0 0



¹ These changes are the "gains"/"losses" reported in Figures B-1-15 through B-1-38

² The average is computed acorse all grades for each skills area.

APPENDIX B SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 2 (Evaluation Question 1-2)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer Evaluation Question 1-2, stated below:

> In which basic skills areas is student achievement the lowest? In which is it the highest?

PROCEDURE:

Data Collection. The method of data collection and its consequences has already been described in Part 1 of this appendix.

Analyses. The basic data that is considered in this part of the appendix is the average percent correct computation for each of the STEP skills areas, based on the 1976-77 administration. Inherent differences in the difficulty levels exist among the test items in the different skills. To adjust for these varying difficulties, the busis for comparing achievement among different skills is the differences between the districtwide average percent correct and the norming group average percent correct.

Within each grade and for each STEP test; a rank ordering of these differences for the component skills areas provides the information needed to identify the skills with lowest student achievement and the skills with highest student achievement.

To obtain a broader perspective -- the identifying of the lowest achievement skills and the highest achievement skills across all grades -- the following modification to the above procedure was employed. For each skills area, the average of the differences across all grades was computed. The rank ordering of all of these average differences for the component skills of a STEP test provides a means of identifying the skills with lovest student achievement and the skills with the highest achievement throughout the high school grades.

FINDINGS:

Figures B-2-1 through B-2-24 detail the specific results. Because of the quite large amount of detail, these results cannot be verbally summarized in any convenient manner. Interested AISD personnel are urged to inspect these tables on their own.

Figures B-2-25 through B-2-30 provide a condensation of this data, obtained by averaging, for each skills area, the differences across all grades. One notable fact emerges from an inspection of these figures. The average differences, within each STEP test, are very dispersed, and it is quite easy to identify potential weaknesses, as well as strengths, in the high school curriculum areas.

Figure B-2

AVERAGE PERCENT CORRECT 9th GRADE READING SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PER	CENT CORRECT	DIFFERENCE 1
Vocabulary	. 59	66	-7
Comprehension of the Main Idea	43	5 4	-1
Conprehension of Details	2 49	53	-A -4
Character Analysis Drawing Conclusions	e 37	47	-10
& Making Inferences	41	43	-2
Comprehension of Tone and Mood	34	- 38	-4
TODE and HOOD	34	38	1 -4

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT
9th GRADE ENGLISH EXPRESSION SKILLS AREA
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERC Districtwide	CENT CORRECT National Norm	DIFFERENCE ¹
	4. × ₽		
Usage:	ţ		
Agreement and Casa	/40	48	- 8
Comparison	49	56	-7
General Usage	40	48	-8
Verb Forms	44	57	-13
Sentence Structure:		:	
Modifier Placement	33	36	-3
Clauses and Phrases	39	45	-6
Parallelism	54 '	62	-8
			•

1The difference is computed as AISD Average Percent Correct - National Norm Average Percent Cofrect.

Figure B-2-3

AVERAGE PERCENT CORRECT
9th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PER	CENT CORRECT	DIFFERENCE 1
, , , , , , , , , , , , , , , , , , , ,	Districtwide	National Norm	
Spelling	44%	, 52%	-8
Punctuation	42%	50%	-8
Capitalization	52%	64%	-12

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

 $_{B-2-4}$ 224



AVERAGE PERCENT CORRECT 9th GRADE SOCIAL STUDIES SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PER Districtwide	CENT CORRECT	DIFFERENCE 1
Organizing Information			
ordentrink Thiotmarton	46	53	-7
Interpreting	•		`
Information:			
Political Science	. 54	59	-5
Sociology and			,
Anthropology	48	52	-4
Economics	43	49 .	-6
History	35	37	-2
Geography	49	61	-12
Evaluation:			
Political Science	41	42	-1
Sociology and	, ,		**
Anthropology	51	. 55	-4
Economics	31	33	-2
History	37	41	-4
Geography	\48	53	¬5

¹The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT 9th GRADE SCIENCE SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

AVERAGE PER	CENT CORRECT	DIFFERENCE
Districtwide	National Norm	
41	46	- 5,
45	47	-2
46	48	-2
53	54	-1
	,	
. .		-9 -
35		· -3 /
41		-5
49 ,	54	-5.
,		
	### Districtwide 41' 45' 46' 53' 45' 35'	45 47 46 48 53 54 45 54 35 38 41 46

¹The difference is computed as AISD Average Percent correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT 9th GRADE MATHEMATICS SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PER	CENT CORRECT	DIFFERENCE ¹
	Districtwide		
Computation:			•
Whole Numbers	73	77	٠ . ٨
Fractions	46	58	-12
Decimals & Percents	41	49	-8
Denominate Numbers	41	46	-5
Elem. Algebraic			
Manipulations	41	46	-5
7	•		,
Concepts:		. (•
Recall Facts and/or			
Perform Math	20	4.5	n.
Manipulations	38	41	-3 .
Comprehension of		[,	
Math Concepts	52 .	, 54 ,	-2
Exercise Ingenuity	1	ļ	*
on_Higher Mental	.]	
Processes	73	34	-1
⊕			a.

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-7

AVERAGE PERCENT CORRECT 10th GRADE READING SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

Vocabulary Comprehension of the Main Idea Conprehension of	66 48		71 50	Norm	-5 -2	
Details Character Analysis Drawing Conclusions & Making Inferences Comprehension of	55 39	***	58 44 48	7	-3 -5 -1	,

The difference is computed as AISD Average Percent Correct - ... National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT 10th GRADE ENGLISH EXPRESSION SKILLS AREA SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1975-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PER	CENT CORRECT National Norm	DIPPERENCE ¹
Usage: Agreement and Case Comparison General Usage Verb Forms	45 54 45 52	50 59 50 57	5' 5 5
Sentence Structure: Modifier Placement Clauses and Phrases Parallelism	40 45 61 4	%0 %9 %7	0 4 6

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Wigure 8-2-9

AVERAGE PERCENT CORRECT

10th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PER	ENT CORRECT National Norm	DIFFERENCE 1
Spelling	50%	57".	7
Punctuation	46%	5403	~8
Capitalization	57%	66"	-9

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.



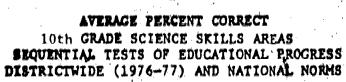
Ŷ

AVERAGE PERCENT CORRECT 10th GRADE SOCIAL STUDIES SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PER	CENT CORRECT	DIFFERENCE 1
ONTINU INC.	Districtwide		<u> </u>
Organizing Information	54	57	-3
Interpreting Information:			
Political Science Sociology and	_N .59	65	⊸ 15
Anthropology Economics	55 47	42 52	+13
History	4.1	44	- j
Geography	55	, 66	*** ** ******************************
Evaluation: Political Science	1 +47	48	-1
Sociology and,	59	^ 63	-4
Anthropology Economics	35	39 * ′ ;	1
History Geography	42 53	46 58	5

The difference is computed as AISD Average Percent Correct, - National Norm Average Percent Correct.





skills areas		ENT CORRECT	DIFFERENCE ¹
	Districtwide,	Nacional Norm	
Skille:			1
Knowledge	47	50	-3
Comprehension	50	51	-1
Application	51	52	<u>-</u> î
Higher Level Skills	57	59	-2
			-
Content:			
Biology	5.2	60	-8
Chemistry	38	42	-•4
Physics	45	47	-2
Earth Sciences	54	57	- 7
March Screnes			

The difference is computed as AISD Average Percent correct - National Norm Average Percent Correct.

Y1gure B-2-1?

AVERAGE PERCENT CORRECT 1 Och GRADE FATHEMATICS SKILLS, AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILIS AREAS	AVERAGE PEFICENT CORRECT		DIFFERENCE
	Districtivi de	National No In	
			•
Computation:	77	· - 10	_ 3
Whole Numbers	52	ი <u>ი</u>	= =
Fractions	46.	5()	
Decimals & Percents	46	30	
Denominate Numbers	4()	200	
Elem. Algebraic			_
Manipulations	49	49	0
Concepts:			
Recall Facts and, or			
Perform Math			
Manipulations	4.1	i }	
Comprehension of	·		
Plath Concepts	57	56	+1
Exercise Ingenuicy	"	,	
on Higher Mental		,	
Processes	18	37	+1
LEACEORER	٦٢)	**	' -

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.



AVERAGE PERCENT CORRECT — H: GRADE READING SHILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE
	Districtvide	National Norm	
	1	, , , , , , , , , , , , , , , , , , , ,	
Vokabulary	7.1	7.5	-4
Comprehension of			
the Main Idea	5	5 3	+1
Conprehension of			
Details	b ∈)	65	- 5
Character Analysis	i es	14.3	<u>- 2</u>
Drawing Conclusions			
& Making Inferences	52	5	- 2
Comprehension of			
Tone and Mood	o≱€ħ	5 3	⇒ ∮
Tone and Mood	41 ² 3	5 1	<u> </u>

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

23.30

AVERAGE PERCENT CORRECT 11th GRADE ENGLISH EXPRESSION SKILLS AREA SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERO	ENT CORRECT National Norm	DIFFERENCE ¹
Usage: Agreement and Case Comparison General Usage Verb Forms	5.1	53	-2
	6.1	61	0
	6.1	57	-6
	5.9	58	+1
Sentence Structure: Modifier Placement Clauses and Phrases Parallelism	45	43	+2
	51	54	-3
	06	69	-3

The difference is computed as AISD Average Percent Correct - ® National Norm Average Percent Correct.

Figure B-2-15

AVERAGE PERCENT CORRECT 11 th GRADE MECHANICS OF WRITING SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

A COLUMN TO THE PROPERTY OF TH	AVERAGE PE	AVERAGE PERCENT CORRECT		
SKILLS AREA	Districtwide	National Norm	DIFFERENCE 1	
Spelling	56%	00%	l ₄	
Punctuation	50%	57%	-7	
Capttal collin	6.2%	69 %	- 7	
and the second s	no		per a site satura e tapo de propi de persona con como como de la propi de persona de la persona del la persona de	

Lyho difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT 11th GRADE SOCIAL STUDIES SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE 1
	Districtwide	National Norm	
Organizing Information	59	65	- 6
Interpreting	i		
Information:	,	,	
Political Science	67	68 [.]	-1
Sociology and ,			
* Anthropology	60	50	+10
Economics	51	54	- 3
History	44	48	- 4
Geography	62	68	-6
Evaluation:			
Political Science	52	53	- 1
Sociology and	*		
Anthropology	64'	ნ6	- 2
Economics	40	≟ 2	- 2
History	49	53	-4
Geography	58	61	-3.



The difference is computed as AYS: Average Percent Correct - National Norm Average Percent Correct.

* Figure B-2-17 *

AVERAGE PERCENT CORRECT 11th GRADE SCIENCE SKILLS AREAS SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE
	Districtwide	National Norm	
Skills: Knowledge Comprehension Application Higher Level Skills	50 54 56 61	54 53 รีรี	-4 -1 +1 -1
Content: Biology Chemistry Physics Earth Sciences	55 44 49 57	61 47 50 63	-6 -3 -1 -6

The difference is computed as AISD Average Percent correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT 11th GRADE MATHEMATICS SKILLS AREAS SEQUENTIAL ZESTS OF EDUCATIONAL PROGRESS DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PER	CENT CORRECT	DIFFERENCE
	Districtwide	National Norm	× × ×
Computation:		·	
Whole Numbers	81	80	+1
Fractions	58	64-	-6
Decimals & Percents	51 、	55	4
Denominate Numbers	52	55	-3
Elem. Algebraic			·
Manipulations	56	54	. +2
Concepts:			,
Recall Facts and/or			
Perform Math		استعطافه ا	
Manipulations	47 🖋	45	+2
Comprehension of	,		
Math Concepts	61 .	57	+4
Exercise Ingenuity	•		,
on Higher Mental		3.0	
Processes	41	38	+3
	~ <u> </u>	<u></u>	

¹The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT

12th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERO	CENT CORRECT National Norm	DIFFERENCE
Vocabulary	7.5	78	~ 3
Comprehension of the Main Idea	5 8	58	0
Conprehension of Details	66	66 53	0 -2
Character Analysis Drawing Conclusions	51 57	55	+2
& Making Inferences Comprehension of Tone and Mood	52	54	-2
Tone and Phon			

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT

12th GRADE ENGLISH EXPRESSION SKILLS AREA

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERG Districtwide	CENT CORRECT National Norm	DIFFERENCE ¹
Usage: Agreement and Case Comparison General Usage Verb Forms	57 65 56 64	54 62 • 58 59	+3 +3 -2 -2 +5
Sentence Structure: Modifier Placement Clauses and Phrases Parallelism	53 55 71	46 58 74	+7 -3 -3

¹The difference is computed as AISD Average Percent Correct -National Norm Average Percent Correct.

Figure B-2-21

AVERAGE PERCENT CORRECT

12th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

CHILL C ADDA	AVERAGE PE	AVERAGE PERCENT CORRECT	
SKILLS AREA	Districtwide	National Norm	DIFFERENCE
Spelling	60%	66%	-6
Punctuation	55%	63%	-8
Capitalization	66%	74%	18

The difference is computed as AISD Average Percent Correct National Norm Average Percent Correct.



AVERAGE PERCENT CORRECT

12th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE 1
SKIDD Admo	Districtwide	National Norm	. =
Organizing Information	.66 €	68	-2
Interpreting Information: Political Science	73	70	+3
Sociology and Anthropology Economics History	66 52 48	54 55 49	+12 . -3 -1 -1
Geography Evaluation: Political Science	68 59	69 56	-3
Sociology and Anthropology Economics History Geography	1 46 53 63	71 47 57 64	0 -1 -4 -1

The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT

12th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE 1
	Districtwide	National Norm	4
	. ' -		
Skills:	P		j ,
Knowledge	52	55	-3
Comprehension	58	55	+3
Application	59	56 🛶	· · +3
Higher Level Skills	65-	63	+2
Content:		ā.	
Biology	58	63	· 5
Chemistry	47 ,	48	-1
Physics Physics	52	51	+1
Earth Sciences	61	59	+2
			·



The difference is computed as AISD Average Percent correct - National Norm Average Percent Correct.

AVERAGE PERCENT CORRECT
12th GRADE MATHEMATICS SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE
SETTION ARREST	Districtwide		·
Computation:		. '	
Whole Numbers	83	80	+3
Fractions	62	66	-4
Decimals & Percents	56	58 -	-2
_Denominate Numbers	53.	58	- 5
Elem. Algebraic]		,
Manipulations	59	54	+5
	1		
Concepts:	,	· '	
Recall Facts and/or	i		
Perform Math	1		
Manipulations	50	49	+1
Comprehension of	1		
Math Concepts	64	59	+5
Exercise Ingenuity	4	1	
on Higher Mental		ł l	
Processes	43	41	+2
		ļ	

¹The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

200

AVERAGE DIFFERENCES IN READING SKILLS BETWEEN AISO AND THE NATIONAL NORMS

skills area ²	AVERAGE DIFFERENCE
Comprehension of the Main Idea	-0.50
Drawing Conclusions and Making Inferences	~5.7-5
Comprehension of Details	-3.00
Vocabulary	-4.75
Character Analysis	-4.75.
Comprehension of Tone and Mood	-4.75

The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

²Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

1 2 1

AVERAGE DIFFERENCES 1 IN ENGLISH EXPRESSION SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA ²	AVERAGE DIFFERENCE.	
Sentence Structure - Modifier Placement	+1.50	
Usage - Comparison	-2.25	
Usage + Agreement and Case	-1.00	
Usage - Verb Forms	-3.00	
Sentence Structure - Clauses and Phrases	-4,00	
Sentence Structure - Farallelism	=5.00	
Usage - General Usage	5.25	

The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average pertent" correct and the norming group "average percent" correct.

Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

AVERAGE DIFFERENCES IN MECHANICS OF WRITING SKILLS BETWEEN AISD AND THE NATIONAL NORMS

		1 1 <u> </u>	
SKILLS AREA?		A	VERAGE DIFFERENCE
	Spelling		₩ ₩6. 25
	Punctuation		-7.75
· · · · · · · · · · · · · · · · · · ·	Capitalization	4 - 3 	-9.0

The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

28kills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

AVERAGE DIFFERENCES IN SOCIAL STUDIES SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA ²	AVERAGE DIFFERENCE
nterpreting Information - Sociology & Anthropology	+7.75
Evaluation - Political Science	-1.50
Interpreting Information - Political Science	-2.25
Evaluation - Economics	-2.25
Evaluation - Sociology & Anthropology	-2.50
interpreting Information - History	-2.50
Evaluation, - Geography	-3.50
Evaluation - History	-4.00
Interpreting Information - Economics	-4.25
Organizing Information	-4.50
Interpreting Information - Geography	-7.50



The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

²⁵kills are listed in descending order; with skills having the highest overall districtwide achievement listed at the top.

AVERAGE DIFFERENCES 1 IN SCIENCE SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA ²	AVERAGE DIFFERENCE	
Skills - Application	+0.25	
Skills - Comprehension	+0.25	
. Skills - Higher Level	-0.50	
Content - Physics	-1.75	
Content - Chemistry	-2.75	
Content - Earth Sciences	-3.0	
Skills - Knowledge	-3.75	
Content - Biology	-7.0	
4		

The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.



²Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

AVERAGE DIFFERENCES 1 IN MATH SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA ²	AVERAGE DIFFERENCE	
Concepts - Comprehension of Math Concepts	+2.0	
Concepts - Exercise Ingenuity on Higher Mental Processes	+1.25	
Computation - Elementary Algebraic Manipulations	+0.50	
Concepts - Recall Facts and/or Perform Manipulations	0.0	
Computation - Whole Numbers	-0.50	
Computation - Denominat Numbers	-4.25	
Computation - Decimals and Percents	-4.5	
Computation - Fractions	-7.5	

The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

²Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

APPENDIX B SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 3 (Evaluation Question 1-3)

PURPOSE:

The purpose of Part 3 of this appendix is to provide information to answer Evaluation Question 1-3, stated below:

How does Austin achievement in the basic skills areas compare with nationwide achievement in these areas?

PROCEDURE:

<u>Data Collection</u>. The method of data collection and its consequences has already been described in Part 1 of this appendix.

Analyses? The basic data that is considered in this part of the appendix is the difference between the "average percent correct" for AISD students, for each skills area, and the "average percent correct" for students in the national norming sample for this same skills area. This difference is computed as AISD average percent correct - national norming sample average percent correct. Positive differences reflect superior achievement by AISD students, and negative differences reflect superior achievement by national norming sample students.

The method of analysis involves an inspection of these differences and a summary of where AISD strengths and weaknesses are in relation to the national norming sample.

FINDINGS:

Figures B-2-1 through B-2-24 in the preceding part of this appendix detail the differences between AISD students and national norming students for each skills area for each of grades 9-12.

Figure B-3-1 provides a summary count of the number of STEP skills areas by test and by grade which are below national norms, equal to national norms, and above national norms. An inspection of this figure reveals that very few of the skills areas in the different tests and for the different grades demonstrate achievement equal to above the national norms.



This fact should be compared to the result's reported in Part 6 of this appendix which show that districtwide median percentile scores for the STEP tests for the different grades are, with few exceptions, below the 50% ile point. This comparison suggests that in general the relatively low median percentile scores for each test is a consequence of lower low achievement in all of the skills areas included in that test, rather than in just a few of these skills areas.

Figure B-3-1

COUNTS OF STEP SKILLS AREAS THAT ARE
BELOW NATIONAL NORMS, EQUAL TO NATIONAL NORMS, AND ABOVE NATIONAL NORMS
- FOR 1976-77 DISTRICTWIDE TESTING

*	04-	NUMBER OF SKILLS AREAS		
Test	Grade	Below Norms	Equal to Norms	Above Norms
	19	6	0	0
Reading	ł .	6	. 0	Ô
(6 Skills	10 11	5	0	1
Areas)	12	1 1	2	ī
7 - 1 / -b	9	7	0	.0
English,	10	6	1 1	i o
Expression	11	1 4	1	2
(7 Skills	12	3	Ō	<u> </u>
Areas) Mechanics of	9	3	0	0
Writing	10	3	l , o .	Ŏ
(3 Skills	11	j ,	Ŏ	0.
Areas)	12	3	Ō	Ō
Social	9	11	0	0
Studies	10 '	. 10	0	1
(11 Skills	îi	10	0	1
Areas)	12	8	1	2
	9	, der 8	0	0
Science (8 Skills	10	8	0	0
Areas)	11	6	. 0	2
	12	. 3	0	5 '
	9	. 8	0	0
Math	10	- 4	2 '	. 2
(8 Skills	11.	. 3	0)	5
Areas)	12	30. 3	0 ′	5
ALL TESTS	9	43 (100%)	0 (0%)	0 (0%)
COMBINED	10	37 (86%)	3 (7%)	3 (7%)
(43 Skills	11 -	31 (72%)	1 (2%)	11 (26%)
Areas)	12 -	23 (53%)	3 (7%)	17 (10%)

APPENDIX B SEQUENTIAL TEST OF EDUCATIONAL PROGRESS

Part 4 (Evaluation Question 2-1)

PURPOSE:

The purpose of Part 4 of this appendix is to provide information to answer Evaluation Question 2-1, stated below:

How does student achievement in the general curriculum areas (reading, mathematics, English, etc.) compare with student achievement in these curriculum areas during the last year?

PROCEDURE

Data Collection. The method of data collection, and its consequences, has already been described in Part 1 of this appendix.

Analyses. Two general methods of analysis are described below.

The first general analysis method is a descriptive one. The districtwide median percentile scores, by grade, were computed for each of the STEP tests administered during the 1975-76 school year and during the current year.

For each grade and STEP test, the difference between the 1976-77 median percentile and the 1975-76 median percentile was determined as an indication of whether or not any improvement from last year had occurred.

Two different summarizing procedures were then utilized, to reduce this data to more useful forms. The first summarizing procedure involves computing the median of the 1976-77/1975-76 differences, across all grades, for each STEP test. The medians of these differences, for the different STEP tests, provides a means of ranking each of the STEP achievement areas according to the amount of improvement that has occurred since last year.

The second summarizing procedure is similar to the first one, except the summary is obtained by collapsing across all STEP tests. In this case, the medians of these 1976-77/1975-76 differences, for the four a different grades, provides a means of ranking each of the four high school grades according to the amount of improvement that has occurred since last year.

The second general method analysis involves only those students who participated in the STEP testing during last year and during the current year. This method allows for a consideration of whether a typical student has improved since the last STEP administration. The method is sometimes referred to as "cohort" analyses, but in this appendix the term "tracking group" analyses will be utilized.

Three tracking groups were defined: students who were in the 9th grade in 1975-76, and who were in the 10th grade in 1976-77, and who participated in the STEP testing during both of these years, were designated as members of the "10th Grade Tracking Group". The "11th Grade Tracking Group" were similarly defined.

For each of these tracking groups the 1975-76 median percentile scores were computed for each STEP test, and the corresponding 1976-77 medians were also computed. The difference between the 1975-76 median and the 1976-77 median provides an indication as to whether any growth in achievement has occurred.

An analysis of only the median score for an entire tracking group can sometimes mask unexpected strengths and weaknesses. One particular such possibility is investigated by additional analyses. For each tracking group, and for each of the STEP tests, all tracking group members were separated in a "high achieving" subgroup and a "low-achieving" subgroup. The "high achieving" subgroup consisted of students whose scores on the 1975-76 STEP test were above the tracking group median. The "low achieving" subgroup consisted of all other students. The median percentile scores for each of these two subgroups was computed for each STEP test and for both administrations.

The medians for 1975-76 and 1976-77, for these two subgroups, were compared to determine if (1) the trends for the two subgroups were different, and if (2) the trends for either or both of the two subgroups were different from the trends for the entire tracking group.

FINDINGS FOR ANALYSIS METHOD #1:

The detailed results for the 1975-76 districtwide results and for the 1976-77 districtwide results are presented in Figures B-4-1 through B-4-28. A condensation of these results, detailing only the median percentile scores for each STEP test, by grade and by year, is displayed in Figures B-4-29 through B-4-37. Figures B-4-38 through B-4-41 represent a graphic display of the nine previous figures.

How does achievement in 1976-77 compare with achievement in the previous year, for comparable grades? Figures B-4-29 through B-4-37 reveal that the increase in some test areas is higher than the increase in others. For example, the "gain" or "loss" columns for Reading and



Science indicate fairly large differences in the median percentile scores for all grades. On the other hand, for English Expression, Mechanics of Writing - Spelling, and for Math Concepts, there is no change between the medians for last year and this year, for two of the four high school grades.

Figure B-4-42 displays a summary of the increase in median scores, across all grades, for each of the STEP tests. Two facts may be noted from an inspection of this table:

- . The least amount of improvement is generally in the areas of English Expression and in Spelling. The greatest amount of improvement is in the areas of Reading and in Science.
- . For each of the STEP tests, improvement over the previous year has occurred for at least one grade. However, only in reading and interior has improvement occurred in all four of the high school grades.

How do the different grades compare with respect to improved achievement from last year? By computing, for each high school grade, the median of the increases in medians for all of the STEP tests, it is possible to assess the relative amount of improvement from last year, between the different grades.

Figure B-4-43 displays a summary of such a comparison. Two facts may be noted from this figure.

- Grades 9, 10, and 12 are approximately equivalent with regard to improvement of achievement. The least amount of improvement is occurring in Grade 11. In fact, for only three of the eight STEP tests discussed here is any improvement noted at all.
- For each of Grades 9-12, improvement has occurred in at least some of the STEP tests. However, only in Grade 12 has improvement occurred in each of the STEP tests.

FINDINGS FOR ANALYSIS METHOD #2:

The detailed results for the basic tracking group analyses are displayed in Figures B-4-44 through B-4-52. Any comparisons of these tracking group gains were different STEP tests and between different tracking groups show the made with extreme caution. The most unusual consequence of the tracking group results is that tracking groups with a low median percentile score in 1975-76 tend to gain considerably during the following year, for that STEP test. Alternatively, tracking groups with a high median percentile score in 1975-76 tend to gain only a little, or even lose, during the following year.

At least two possible explanations exist for this phenomenon:

- It may be that the greatest improvement is occurring where it is most needed and that instruction in the Austin schools has deliberately been set to accomplishing this goal.
- Alternatively, it may be that what is observed here is only a consequence of the regression effect.

A graphic illustration of this phenomenon is demonstrated in Figure B-4-53. This figure is a plot of the 1975-76 median percentile score for each tracking group for each STEP test and the amount of percentile gain or loss achieved by that tracking group in that test in 1976-77. For example, in the STEP Mechanics of Writing - Capitalization and Punctuation test, the 9th Grade/10th Grade tracking group had a median score of 30%ile in 1975-76 and gained four percentile points during the following year. This is represented by the point in Figure B-4-53 which is the farthest to the left -- above the 30%ile point and beside the 4%ile gain point.

It is obvious that considerable study and additional analyses will be necessary before an adequate explanation of this phenomenon can be provided. Meanwhile, it is apparent that comparing gains for different tracking groups or for different STEP tests is quite risky because of the high correlation of gain with the 1975-76 median scores.

Figure B-4-1

A.I.S.O. STH GRACE STEP IL ACHIEVEMENT PROFILE

PERCENTILE	Å	50	HOOL YEAR			MACH
RANGE	1975-76	1976-77		*	·	INATIONAL
91 90 "GILE	9	1 .,			•	
81 - 90 NILE	3				ı	
71 - 80 %ILE						***
61 - 70 WILE	0	***				**** ***
51 - 60 %ILE	4	***		,		***
41 - 50 WILE	6	***			T.W	· · · · · · · · · · · · · · · · · · ·
31 - 40 %ILE	****	***				***
21 = 30 %(LE	### ###	***				
11 - 20 SILE	9		*			
1 - 10 %/LE	(2) (1)			3		
	. i.	7			/ , · · ·	- Le
NUMBER OF	+433	4339				1. 1.
SRD QUARTILE	1 67 -	08 (ILE		ļ		75 ATL
MEDIAN	33 KT LE	38 % [LE		- "		50 IIL
IST QUARTILE	14 FILE	14 KILE	. •	. % 4	3.1	25 11 45

A. L.S.O. STEP II ACHIEVENENT PROFILE

PERCENTILE	3	·		HOGL YEAR			NORM GROUP
PANGE	N-2-2	1975-76	1976-77				NATIONALI
91 - 90 WILE	(9						
#1 - 00 WLE	0) -		d, n=			. ,
71 - 80 WILE						, , , , , , , , , , , , , , , , , , ,	**
61 - 70 VILE	6	,				•	***
51 - 60 %/LE		₩#. ₩#.	***				***
4' - 50 WILE	5)**		***		1	! !	***
31 - 40 WILE	2.7	## ##	**		r 1		***
21 - 30 MILE	(3. 4 *	***	***			! !	***
11 = 20 WUE	0		* * *				
1 4 10 SICE	(2)	1		A to the figure	l Maria		
				gampingang tanta bigbi, mgbi, da bigbi cibab cibab.	· Landa in the state of the sta		
NUMBER OF	. I	44 4 3 5 anarras para parasilhas est	4342	· · · · · · · · · · · · · · · · · · ·			13 KTL
SAD QUARTILE	1	50 KILE	60 KILE	en anne americalista de comercia		*	30 A1C
MEDIAN	ř	29 KILE	29 K ILê	ena aparenta en entre de entre		************	23 11 6
IST QUARTILE	; -	ri tire	II FILE			7	

Figure B-4-3

#ANGE 1975=76 1976=77 91 = 98 %ILE 81. = 80 %ILE 71 = 80 %ILE 51 = 90 %ILE 31 = 10 %ILE 21 = 30 %ILE	#ANGE 1975-76 1976-77 91-490 NILE 71 - 80 NILE 51 - 70 NILE 21 - 30 NILE 11 - 20 NILE 11 - 20 NILE 1 - 10 NILE 1 -	PERCENTILE			SCHOOL YEAR			HOMM
#1. ~ 80 NILE 71 - 80 NILE 51 - 70 NILE 11 - 50 NILE 21 - 30 NILE 11 - 20 NILE 1 - 10 NILE 1 - 10 NILE NUMBER OF TROOMY 15 YELLOW 15 YELLO	#1. # 80 WILE 71 - 80 WILE 51 - 90 WILE 11 - 50 WILE 21 - 30 WILE 11 - 20 WILE 1 - 10 WILE 1 - 10 WILE 3 - 30 WILE 1 - 10 WILE 1 - 10 WILE 3 - 30 WILE 1 - 10 WILE 3 - 30 WILE 1 - 10 WILE 3 - 30 WILE 1 - 10 WILE 3 - 30 WILE 1 - 10 WILE 3 - 30 WILE 1 - 10 WILE 3 - 30 WILE 1 - 10 WILE 3 - 30 WILE 1 - 10 WILE 3 - 30 WILE 5 - 30 WILE	RANGE	7 1975-76	1976-71				MATIONA
71 - 80 SILE .61 - 70 SILE 51 - 50 SILE 11 - 50 SILE 21 - 30 SILE 11 - 70 SILE 11 - 10 SILE 1 - 10 SILE 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3	71 - 80 SILE 81 - 70 SILE 51 - 80 SILE 11 - 50 SILE 21 - 30 SILE 11 - 20 SILE 1 - 10 SILE 1 - 10 SILE 2 - 30 SILE 1 - 10 SILE 1 - 10 SILE 2 - 30 SILE 1 - 10 SILE 1 - 10 SILE 2 - 30 SILE 1 - 10 SILE	91 - 99 % LE	0			,	:	1
11 - 20 SILE 11 - 20 SILE 11 - 20 SILE 11 - 10 SILE 1 - 10 SILE	11 - 20 TILE 21 - 30 TILE 21 - 30 TILE 11 - 20 TILE 11 - 20 TILE 11 - 10 TILE 21 - 30 TILE 3 TILE 11 - 10 TILE 3 TILE 3 TILE 3 TILE 3 TILE 43 76 4277 370 QUARTILE 75 TILE MEDIAN 32 TILE 43 TILE 50 TILE	81. A 90 NILE	0	Mile remarks a remaind an assigna	4 July 1911 1911 1911 1911			
51 - 70 NILE 11 - 50 NILE 21 - 30 NILE 11 - 70 NILE 1 - 10 NILE 1 - 10 NILE 43 46 - 42 7	51 - 70 YILE 11 - 50 YILE 21 - 30 YILE 11 - 20 YILE 1 - 10 YILE 1 - 10 YILE 780 QUARTILE 43 76 780 QUARTILE 50 YILE 75 TILE	71 - 80 SILE						***
11 - 50 SILE 21 - 30 SILE 11 - 20 SILE 1 - 10 SILE 1 - 10 SILE 3 - 30 SILE 43 96	11 - 90 SILE 21 - 30 SILE 21 - 30 SILE 11 - 70 SILE 1 - 10 SILE 1	. 61 - 70 NILE	D	***	a sak assaan ameesa			***
31, - 40 TILE 21 - 30 TILE 11 - 20 TILE 1 - 10 TILE (37, OTHER OF THE OTHER OTHE	31, - 40 TILE 21 - 30 TILE 11 - 20 TILE 1 - 10 TILE 2 TO TILE TO TILE	51 - 50 NILE		***	i sa sa sa sa sa sa sa sa sa sa sa sa sa	(***
21 - 30 VILE 11 - 20 VILE 1 - 10 VILE 1 - 10 VILE 1 - 10 VILE 1 - 10 VILE 1 - 10 VILE 1 - 10 VILE 1 - 10 VILE	21 - 30 VILE 11 - 70 VILE 1 - 10 VILE 1 -	11 - 50 %ILE	X :::		PATRICIA SECULAR CONTRACTOR COMMISSION COMMISSION COMMISSION CONTRACTOR CONTRACTOR COMMISSION COMMI	r generacionale e securi compensor e	1	****
11 - 20 VILE 2	1 - 10 VILE DO 43 76 TELE OF EILE TO E	بمحمد والمتواجعة والمجود والمجود والمطابعة	****	# # ## # # # # ## #####*	Seiter gar to to a season season and angular ang	in the state of th	and the same of the same of the same of the same of the same of the same of the same of the same of the same of	***
1 - 10 SILE . D.	1 - 10 TILE 1 - 10 TILE STUDENTS TESTED - JAO QUARTILE 04 SILE 07 SILE MEDIAN 32 SILE JA SILE 50 SILE	21 - 30 NILE	***	***	·			***
NUMBER OF 43 V6 3 4277	SULVERNOR STOOMNES TOFFEE OF EILE OF EILE TO	- 11 - 20 NILE	0	***		1		*
HUMBERTO 43 46 277	STILE 14 BILE TO BILE TO BILE TO BELLE	1 - 10 NILE ,	0,		!	1.		; ;
and the property of the proper	TO QUARTILE 1 04 SILE 14 BILL 50 BIL	NUMBERO	43 76	4217			·	
	The state of the s	ngo dagig rapunda na mangga atau manamanan na na na na na na na na na na na na	o4 FILE	67 616	egolijdigden oplogilijding opera om en en en e	ret ret restrancerrate and and	de tops myramayra,Capanayra v .a.,ageageag	73 116

Figure B-4-4

A-1-S-D. 9TH GRADE STEP IT ACHTEVENENT PROFILE

PERCENTILE		sc	HOOL YEAR	*	ri i	NORM
RANGE	1975-76	1976-77			, ,,,	INATIONAL
91 - 99 -			a Wali	188 m. ja 188 m. ja	14	
81 - 90 VILE		, , , , , , , , , , , , , , , , , , ,		* (1.194 * (1.194 * (1.194		
71 = 80 MILE	4 . /	3.2			Y	***
61 - 70 NILE)[***
51 + 00 NILE	***	***				***
41 - 50 TILE				6	. 1	***
31 - 40 416		****		•		***
21 - 30 %ILE		***				***
11 - 20 VILE . 0						
1 - 10 XILE					,	
-1 4						· · · · · · · · · · · · · · · · · · ·
NUMBER OF	4419	4338			a .	75 414
JAD QUARTILE	59 ETLE	ol tile			1111	30 616
MEDIAN	30 \$1LE	32 ₹11€		1.1.1.1		25 410
IST QUARTILE	03, 2112	IN RILE				1 23 444
SUBTEST PESUL	T \$ 100 mm			·	•	
NUMBER SE STUDENTS TESTED	++ 30	4343.	1 •		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
JAO QUARTILE	q4 TILE	04 41LE	a a second			75 810
MEDIAN	36. 41 LE	36 MILE	1			. 30 · CTL
IST QUARTILE	13 KILE	13 \$1LE		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		25 810
SUBTEST SESUL	гs		1 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	10 m		2,
NUMBER OF	4424	4344	1 1			
JAO QUARTILE	58 KILE	61 TILE	17	z		75 616
MEDIAN H	25 4115	30.114.				50 KIL
partyri sinesiye et ili ili ili ili ili ili ili ili ili il	41 47 E	11 KILE	1 4 7		1	25 KIL

A.I.S.D. 9TH GRADE STEP II ACHIEVEMENT PROFILE

		74:7 0	JAPULTIUA	
PERCENTILE	5 T A	SCH	COL YEAR	NORM GROUP
RANGE	1975-76	1976=77		NATIONAL
91 - 99 WILE	<u>(9)</u>	The state of the s	*	
91 - 90 °ale	ė.			
71 ~ 80 SILE			3.	***
61 = 70 MILE	<u>0</u> ; ###	***	ı	***
51 - 60 MILE	M	***		***
41 - 50 NILE	3	***	· Lamano de ^M ercara seminarementenso fra anticamentenso (** * * * * * * * * * * * * * * * * *	本 年 本 本 本 本 本 本 本 本 本 本 本 本 本 本 本 本 本 本
31 - 40 WILE	****	****	· tu	***
21 - 30 WEE	***	***	, ,	***
11 - 20 %ILE	9:::	***	1.4	
1 - 10 %ILE	<u> </u>	1 1		
i	· · · · · · · · · · · · · · · · · · ·			
NUMBER OF.	4386	4243		1 ,
JRD QUARTILE	02 41LE	05 VILE	CANNELLE SING AND AND STORY WATER STANK A STANKEN CONTRACT OF STANKEN WAS INCOME.	75 £IL
MEDIAN	31 4(LE	35 XILE		50 414
IST QUARTILE	13 4116	13 LILE	l l	25 410

Figure B-4-6

STEP II ACHIEVEMENT PROFILE A.I.S.D. ATH GRALE NORM SCHOOL YEAR PERCENTILE GROUP NATIONAL RANGE 1976-77 1975-76 0 91 - 99 SILE ĝ 31 - 90 MILE 71 - 80 SILE *** *** 61 - 70 MILE **非常专** *** 51 -360 SILE ี่นี่! = ยัง รายฮ์ ... 11 = 40 WILE *** *** *** 21 - 30 WILE 11 - 20 MILE 1 - 10 WILE AC RABMUN STUDENTS TESTEÓ 54 FILE 69 4: LE 3RO QUARTILE 50 TILE MEDIAN 25 616 1 ATLE 17 4 IST QUARTILE

Figure B-4-7

Α.	1.5.0.	9₹H GF	TOE	STEP I	I ACH LE	VEMENT	PROFIL	* ·	*
PERCEN	र्ने. NTILE ै. दी			SCH	AEY JOO	Ř ,	,		NOAM
RAN	GE (1975-76	197	5 - 77				,	GROUP NATIONAL
9,1 - 29	ME , g	·		-	÷)			
B1 - 3 0	nte 6		<u> </u>				:		
71 ~ 80	*,1LE ,								÷:: ÷
63 - 70	MCE S	4 H H	***	1				:	***
51 + 60	SILE 🎉	***	***	· * · · · ·					***
41 = 50	ALS.,	***	***				·····	The Commission Colors of States	****
31 -,40	NILE . T.	****	***	in the continue and		<u>·</u>			*** *** ***
21 - 30	SILE A. A.	***	***	** .			,	*************************************	***
11 - 20	MILE .	**	***	S. Will of Stammarkers or o			····		E .
1 - 10	WILE O		,				, i	·	
			S S S S S S S S S S S S S S S S S S S	rend normality in a life of			,	New Yorks , and the second	<u></u>
NUMBI STUDENTS	ERIOF STESTED	4341	_	47		7 .			
JRD QU	ARTILE	68 41 LE	E 8 €	ILS			a kalan kan albangan ong spinggyapy y	oraniem z armina nije	75 21 LE
ME	DIAN .	3 - 41 LE	3.9 %	ILE				y	30 ETLE
ist qu	ARTILE	I+ IILE	15 6	TEE			e em mer şeninen	alas marintaring again again an magain	25 41 LE

26

Figure B-4-8

STEP II ACHIEVEMENT PROFILE 1014 GP 705 MARON SCHOOL YEAR PERCENTILE SHOUP. NATIONALI RANGE N- 1975-76 1976-77 0)1 - 99 MUS 31 ~ 30 JUE 71 - 80 1.0 61 - 70 %ILE *** 51 - 60 MLS *** 41 - 50 VILE 11 = 40 'HLE ... * 75 A 21 = 30 GILE 11 - 20 SILE I = IJ TILE NUMBER OF 3700 3930 75 KILE 72 KILE 3112 Bc JAD QUARTILE 50 (ILE 42 KILE 39 : LLE MÉDIAN 25 41 LE 16 SILE 15 41LE IST QUARTILE

Figure B-4-9

PÉRCENTILE	7 A:	S	CHCCL YEAR			♥ NORM ■ SROUP
RANGE	1975=76	1976=77		1 1 1		INATIONA
91 - 99 MILE	<u>a</u>	ı	!		1	
81 - 90 VILE	6	,	· .		1	i
71 - 80 NILE			,			***
81 - 70 'ALE	.ĝ/,	***		1		***
51 - 60 FILE	四	***				***
41 - 50 145		***	* * * * * * * * * * * * * * * * * * * *		, 1 - 1	***
31 - 40 MCE	****	****				***
21 - 30 %ILE	地球等	***		l e c	Ī	非 迪杰
11 - 20 SILE	9	***		, <u>, , , , , , , , , , , , , , , , , , </u>		
1 - 10 %ILE	<u>.</u> <u>2</u>)		; !			1
				<i>,</i> •		,
NUMBER OF STUDENTS TESTED	3894	3940				
JAD QUARTILE	58 &ILE	03 IILE				75 \$11
MEDIAN	32 \$1 LE	34 TILE				50 ETU 25 ETU

Figure B-4-10

	PERCENTILE ,	3 * * * * * * * * * * * * * * * * * * *	sc 🖍	HOOL YEĂR			NORM — GROUP
	A A P	N 1975-76	1976-77		·		INATIONAL
	91 ~ 99 NLE	<u>a</u>					:
	81 - 90 %ILE	G				* .	
	71 80 %ILE		***				***
-	61 - 70 W LE	(i)	中国版 海本省			, ,	***
ļ	51 - 60 "ILE"		***				***
	41 - 50 VILE		***		•		***
-	31 3 40 WILE	***	***			1	***
	21 m, 30 %IL€	***	***			1	# # #
0.3K. 9998	11 -720 VILE	O***	*** /	1			
	1 - 10 VILE	2				1	
	NUMBÉR OF	3334	3844	## x = ===			
-	STUDENTS TESTED	70 41LE	72 41LE				75 410
1.4	MEDIAN	38 41LE	41 SILE			,	50 £11

Figure B-4-11

IOTH GRADE STAN LI AGMIEVEMENT PROFILE MESMANICS CE, ARITING SCHOOL YEAR MADY PERCENTILE GROUP RANGE NATIONAL 1975-76 1976-9 91 - 199 SILE (3) 0 81 - 90 SILE 71 - 80 %ILE * ** 6 *** 51 % 70 %ILE 半辛辛 *** 51 - 60 'allE 41 - 50 MILE *** ** **** 31 - 40 BILE *** 电 宇宙 * # 4 医液液 21 - 30 SILE 11 - 20 MILE *** 1 - 10 -1LE 3449 3437 59 41 LE 64 KILE 75 &ILE 3RD QUARTILE 29 \$1LE 33 KILE 50 \$1 LE MEDIAN 11 CILE 13 \$115 25 GILE IST QUARTILE SJOTEST RESULTS NUNBER OF STUDENTS TESTED 3897 3442 60 KILE 65 BILE 75 (ILE JRD QUARTILE 31 GILE 30 #ILE 50 KILE MEDIAN 17 TILE 14 GILE 25 TILE IST QUARTILE SUNTEST RESULTS NUMBER OF STUDENTS TESTED 3893 3940 56 41LE 59 KILE 75 EILE JRD QUARTILE 26 41 LE 31 KILE MEDIAN SO GILE 10 SILE IST QUARTILE 13 TILE 29 41LE

STEP II ACHIEVEMENT PROFILE 10TH GRADE A. I.S.O. SCHOOL YEAR NORM PERCENTILE GROUP RANGE INATIONAL Nº 1975-76 1976-77 9 91 - 99 %ILE 81" -- 90 NLE 71 - 80 SILE # 4 F **D**___ *** *** 61 - 70 SILE 51 - 60 %/LE *** * = = *** * * * 41 - 50 BILE *** . . . ### ### * * * * 31 - 40 %/LE *** 21 - 30 %ILE 果辛辛 * = # 11 - 20 SILE 1 - 10 %ILE 3832 3030 NUMBER OF 75 KILE .72 \$1LE 75 KILE 3RD QUARTILE 50 KILE 39 KILE 39 41LE MEDIAN 25 61LE 16 TILE 16 TILE IST QUARTILE

Figure B-4-13

-	, A.I.S.O.	10TH GR	ACE STE	PIL ACHIE	EVEMENT PRO DICEPTS	OFILE	e de la companya de l
	PERCENTILE	-\$. F : A		SCHOOL YEA	4 R		NORM
	RANGE	N 1975-76	1976-77	· · · · · · · · · · · · · · · · · · ·	1		INATIONALL
	91 - 99 YILE	9 Î		l	l		ļ.
		7		!	I		
	71 - 80 %(LE	***	***				***
	81 - 30 %ILE	D = +	有 是 道 非 医 唯			-	*** ***
	51 - 60 GILE	7 % 4 # 4 # # # 4 # # #	海市市				***
	41 ~ 50 bile	7. * = a # A: m = x	本 田 市 市			ı	海市主席
	31 = 40 %ILE	J. ***	本 京 市 市				n in in
	21 - 30 %ILE .	***	***		i	į	74 # # :
	1, 20 1100	3)					
	1 - 10 %ILE	2) D		1			
	4						
	NUMBER OF STUDENTS TESTED	3885	3929	-		·!	· · · · · · · · · · · · · · · · · · ·
	JRD QUARTILE	73 41 LE	73 ∡ILE	····			75 £1LE
	MEDIAN	49 #1.LE	, 49 %ILE	 	- 	:	50 KILE
	IST QUARTILE	23 6115	23 416		:		25 4(LE

Figure B-4-14

STEP II ACHIEVEMENT 10TH GRADS: PROFILE A.:.5.D. SCHOOL YEAR NORM PERCENTILE GROUP RANGE (NATIONAL) 1975-76 1976-77 9 91 - 99 WILE 81 - 90 SILE 71 - 80 SILE 61 - 70 %ILE *** *** *** 51 - 60 "ollE *** 41 - 50 "4 LE ------31 - 40 GILE 未集 集 *** *** 21 - 30 "HLE 0 11 - 20 %ILE (<u>2</u>) 1 - 10 %ILE NUMBER OF STUDENTS TESTED 3353 3022 75 KILE 71 KILE 71 41LE JAD QUARTILE 50 EILE 45 KILE 41 4115 MEDIAN 25 **X**I LE 17 KILE 15 file IST QUARTILE

Figure B-4-15

PERCENTILE	Š R	SC	100L 1543		MRGM.
MANGE	N 1975-7	6 .1976=77			INATIONAL
91 (-,99° %ILE	<u>0</u>			, :	
31 - +00 NILE	6	# · ·	,		[
71 - 30 NLE	> 4 >	***			***
61 - 70 NLE	2 ***	4 2 4	,		海湖 在 湖 湖 湖
51. - 60 % (t. €	*	2 4 X			***
41 - 50 JLE /		******	***		海 木 無 电 图 电 电
31 - 40 AIE		***	:		***
21 - 30 'SILE'	· · · · · · · · · · · · · · · · · · ·	# * * * · · · · · · · · · · · · · · · ·	1/ :		***
11 - 20 MILE	3	¥ # #,		!	
1 - 10 %ILE	(2)	i .	, jh		
	*) *				,
NUMBER OF STUDENTS TESTED	3-13	3390			'(75
3RD QUARTILE	é-	47 416	, , , , , ,	:	50 41L
MEDJAN.	41 ^t 41 LF		· · · · · · · · · · · · · · · · · · ·		25 411

Figure B-4-16 LITH GRADE SCHOOL YEAR MAGE RERCENTILE **ふきりしゅ** RANGE MATIONAL 1976-77 1975-76 0 91 - 99 WILE 81 - 90 SILE 71 2 80 WILE 51 - 70 'allE 51 - 60 hill 44 - 50 YILE 31 - 40 WILE 21 - 30 SILE 20 WILE 1 - 10 aLE 3331 NUMBER OF STUDENTS TESTED 3418 75 61 LE 03 41LE 00 XILE JAD QUARTILE 50 ([LE 33 41LE 33 4115 MEDIAN 25 Elle 12 XILE 12 KILE IST QUARTILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

1/ 0

Figure B-4-17

PERCENTI	4 ·- 4 ·-					DCL Y	<u> </u>		·			OR M
: ·		1975-	•76	1976-	•77			1 ,			V. 7	1017
91 - 99 GIL	E Q	1	*.	en a grande	(payagitari) minorana			g		ornafonjos, viscolores sublicital		
11.50 ~ 18	€ 8	: ,					,	.,				
71 =, 30 'sIL	.É	4	· w v					•		l.	***	
å1 - 70 'slu	ē <u>-</u>		# 4 # 4			,				7,5	电电池 模糊拼	
° 51 - 60 '-11	· 图	1 # #	* 4	* ** 4 *	-	· .			,		****** *****	,
41 ± 50 \.1L	.ĉ	***	* 4	1 K.A 1 K.A 1 K.A	Again de la company de la comp	۸,				3	***	1
31 - 40 570	£	**	# A # A	in die In die		, ,	1	*	i a		4-4	,
21 - 30 *//		1 # # ·	# # # #	irelikasiyassoo saa	place, on property plenting	* *		*:,			***	
11 - 20 %10	ε O-	1	74 A	i de		,	!			,	ļ 94 ;	
1 10 %10			and the second second	ingengraphingen ingen	in the second se		1					
		i	,	1			,,	*.				
FARMUN T.ETMAGUTE	ered.	332		321		serserserse var er ode	· · · · · · · · · · · · · · · · · · ·	d Calendaria de Adelesta de Calendaria	occidence de la supración	arramente parinte	A	-7F.
	PILE	70 61	1.5	() [[1 F						170	41L

Figure B-4-18

ें IITH, कारक्ष । शुरूष्मारी, अवस्रुष्ट्रमृहुमृहु, PROFILE

E	3.	75,74	INICS, SE #2	17119	, , , 	
PERCENTILE	/*	sc	HUCL YEAR			NOAM J GÃOUP
RANGE	V 1975#76	1976-77	•		***	(NATIONAL)
91 ≈ 33 31£E	O	i i				!
181 - 90 SILE	C					1.
71 - 80 SILE			f .			***
61 - '70 SILE	3.4.4	***				***
51 - 60 NILE	6	*** ***				· 海馬海羊
41 - 50 "ALE	6 *	***	All Bull			
31 - 40 RILE	###### ###### _ ####/	****			l	**** ****
(21 = 30 NLE	***	***	·			***
11 - 20 NILE	.	***	,			
1 10 "ME	3. O					
· · · · · · · · · · · · · · · · · · ·		. \$			1 :	
NUMBER OF	3+02	3381			<u>; </u>	
STUDENTS/TESTED	35 41 LE 1	65 4115			 	75 EILE
MEDIAN	35 41 LE	35 % (LE				SO TILE
IST QUARTILE	12 4115	13 KNE			,	25 & TLE
SUSTEST FESU SPECTIVE	LTS					2
. NUMBER OF STUDENTS TESTED	3→0⇔	3365.	1.	······································	47 -	
	30 \$ [LĒ	5112 60	, , , , , , , , , , , , , , , , , , , ,		ran - tope - tope -	75 811.
JAD QUARTILE.	÷0 CILE	40 KILE				30 41LE
MEDIAN	17 41 LE	17 KILE				25 61LE
IȘT QUARTILE				, ,		
SUGTEST RESUL CAP. & PUNCT	rs \		V 12.			*
NUMBER OF STUDENTS TESTED	3-09	3383				
JAD QUARTILE	o3 KILÉ	65 MLE			· · · · · · · · · · · · · · · · · · ·	JS EILE
JUD GOVULLE						
MEDIAN	32 KILE	32 KILE		e		52 \$1FE



A.I.S.D.	11TH GPA	DE STEP	COMPUTATION	PROFILE	a to a st
PERCENTILE	1	sc	HOOL YEAR		NOMM
PANGE.	N 1975-76	1976-77			INATIONAL
91 - 09 WILE	9 <u></u> , v				
# 81 - 90 %ILE	6	1	- 0.1		
71 80 当1度	la l	*** ***			
1 61 - 70 %ILE	DC	• • • • • • • • • • • • • • • • • • • •			
151 - 80 %ILE		***			10 to 100
. , 41 - 50 MILE		*****	٧		****
31 - 10 #IFE	(I) ***	# * # · ·			****
21 - 39 %ILE	***	** *			### E W
11 - 20 %ILE	o			•	
1 - 10 WILE .	2) O	ij.			
NUMBER					
STUDENTS TESTED	33 36	3 2 1 3	ين ترين		
JAD QUARTILE	, 73 % ILE	75 KLE			75 ET LE
MEDIAN	1	47 II LE		1	, 50 STE
IST QUARTILE	17 61LE	DITTE	٠.		125 ELLE

A. F. S.D. ILTH GRACE STEP IL ACHIE VENENT PROFILE

PERCENTILE		SCHOOL YEAR.				NOMM
RANGE	1975-20	1 116-12		. 4	n.	PHOTTANA
91 - '99 "IILE	0	W.		, 1 ¹²		51.
81 - 90 %ILE	0				1	
7) - 80 SILE		** 1	لما الم			***
81 - 70 TILE	0					***
51 - 60 MILE		** ** *				***
41 - 50 MILE		7. 1				***
31 - 40 "ILE"						*** ***
21 - 30 KILE	***	# # A	, i			***
11 - 20 %ILE	0	. 1	1	,		
1 - 10 MILE				,		
		ومرا	<u> </u>		2	The same
NUMBER OF	783396				- T	
3RD QUARTILE	76, 316	79.11E				134 ELC
MEDIAN	1 48 ₹ILE	54 3 ILE				50 EIL

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

275

B-4-20

A. I. S.D. 11TH GRADE STERNIE ACHIEVE HENT PROFILE

PRACENTILE	SCHOOL YEAR							
PERCENTILE	1975-76	1976-77		100		GROUP		
1 - 00 THE	0					5		
91 - 90 WILE .	7	1 1 1 1		3,				
71 - 180 HILE	44.0	***				***		
61 - 70 KILE	D	***				**** / ****		
51 - 60 MILE		***		,		***		
41 - 50 KILE		****						
J 31 - 40 VILE	***	11.404 */a * */.	· · · //	6	11 11	***		
1 21 - 30, MILE J.	#14	* • *				1		
11 - 20 WILE	__	ø	. 4					
1 - 10 WILE .	2 5			10 57		*		
	P, ESP		S. William			<u> </u>		
NUMBER OF STUDENTSTESTED	3343	3207	4 4	Ü		· · · · · · · · · · · · · · · · · · ·		
JRO QUARTILE	TI SILE	70 KILE	ß,		<u> </u>	75 816		
MEDIAN	44 (PLE			1		50 (11		
IST QUARTILE	19 47 LE	19 TILE	,			.25 \$16		

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

275

B-4-25

A.I.S.O. 12TH GRADE STEP IL ACHIEVE MENT PROFILE

		NEAU1	110		Water Street	
PERCENTILE		• SC	HOOL YEAR		5 12	A NOMM
RANGE	1975-76	1976-77			,	INATIONALI
91 -99 NILE	1)/					н.,
	0 3		. Iv ;	V.		
7 - 80 NILE	****	*** ****				***
61 - 70 TLE	D	中国市 中国市 本国际 /				*** ***
51 - 60 BILE		, (e)			, ,	*** **** ****
41 - 50 %ILF		1			•	***
al Fin Nice		***	•			***
21 - 30 NILE		*==		£1.	~.	***
11 - 20 MILE	υ	F 3	10 10 10 10 10 10 10 10 10 10 10 10 10 1			,
1 - 10 KILE			1			\.
		- 3	e e			,
NUMBER OF STUDENTS TESTED - JRD QUARTILE	2+07 75 41Lc	1949 78 4 (L E				723411
MEDIAN	45 \$1 LE	48 र्रो∟ 🗉	100			30 EAL
IST QUARTILE	17 410	ि १९१६				25 811

are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow:" For each test, the exact median and quartile points, as well as the mber of students tested, are printed below the graph for the tested.

.24

B-4-26

LISSON IZTA GRACE STEP IL ACHIEVEMENT PROFILE J

PERCENTILE	SCHOOL YEAR						:	NORM
HANGE -	1		75	117)		INATIONAL
91 - 99 %ILE	9	7 74			~ \	•		
1 81 90 SILE	2	' Y. +	7				· ·	
71 80 HILE				¥				***
61 + 70 NILE	D		***		,			***
51 - 60 KILE	7		444)	***
47 - 50 NILE	6	.1	***		,	• 0"	199	***
31 - 40 '61LE			***			. /		
/21 - 30 NILE		<u> </u>	***		-	Ŀ	7	
11 - 20 %ILE	0	* 7	**E	,			3 Mars	
1 - 10 %ILE	<u>Q</u>	,	11.					132.5
	_		`	•		4	4	•
NUMBER OF	;	2426	191		<u></u>	<u> </u>	*	
JRD QUARTILE	66	ALLE	ód .ti			,		75 BIL
MEDIAN	38	41 LE	42 41		*			50 ,
IST QUARTILE	- 15	ALLE	. 15 11	TUE ,		1.	1	725 CIL

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

278

B-4-2

Figure B-4-24

ALORE
i
i i b
k
) [
res
•
•

SI LE

IST QUARTILE

Figure B-4-25

A.I.S.D. 12TH GRADE STE	PALL SCHIENE AE AE AL BAORICE
-------------------------	-------------------------------

ſ	PERCENTILE	SCHOOL YEAR					
	RANGE	1975-76	1976-77			5	INATIONALI
Ī		2	(11	V		4.	
	01 00 011 5	7)					/
	71 - 80 NILE		, ,			بعم	10 1a
	61 ≯ 70 € E	D	湖南省 南南省 4 1 2	1	1		建 基金 (A) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B
	51 - 60 %ILE	## # ## #	***		100		
	41 - 50 KILE	***	***				***
	31 - 40 %ILE	****	***	7	4		
	21 - 30 NILE	***	無 · · · · · · · · · · · · · · · · · · ·				# # # · · · ·
-	10 11.	***	***			And	<i>a</i> -
Ĺ	1 10 %ILE					6,50	
W _a	6		V 59.	· · · · · · · · · · · · · · · · · · ·	. 1		·
L	NUMBER OF STUDENTS TESTED	2+35	1 /20	n.		٨	
	JAD QUARTILE	65 TILE	69 IILE	,			IL SILE
	MEDIAN	35 KILE	39 EILE	ļ <u>, , , , , , , , , , , , , , , , , , ,</u>	-		30 RILE
	1ST QUARTILE	14 FILE	10 411			4.	25 \$1 LE
	SUPPLIENT PESUL	TS ·	J			Ø-W	
Γ	NUMBER OF STUDENTS TESTED	2762	1926		i . l	,,	1 1 4 4 A
	JAD QUARTILE	62/11/	oa tile			· i	75 EILE
	MEDIAN	3/9 41LE	42 \$1LE		" (50 KILE
	IST QUARTILE	16 4116	I O RILE		2.0	* 1	25 PILE
	SUBTEST A SULT	rs					
	NUMBER OF STUDENTS TESTED	2437	1923	į			45.k
F	JRO QUARTILE	63 %I LE	69 XILE			•	75 TILE
	MEDIAN	34 ATLE	36 11FE	``	1		50 SILE
	IST QUARTILE	15 TILE	15 TILE	1/	1	5.7	25 \$ILE

R-4-29 236

ATT-S.D. 12TH GRADE STEP LI ACHTEVEMENT PROFILE

<u> </u>		1.014	COMPONATO			
PERCENTILE	1	sc	HOOL YEAR			NORM
RANGE	4 1975=76	1976-77				INATIONAL
91 - 99,*:14	9					
81 - 90 "ILE			*		Name :	
71 - 80 % LE		***				***
81 - 70 % L	(D)	***	•	,		A::
51 - 80 % ILE	2 ***	***				**/
50 SILE	5	***		•		
31 - 10 AILE		「有単名 O p		150		**** ****
- 21 - 30 NILE "	**************************************	***	1, 10,			£ 2
10- 20 WILE	0		11.2			
io vice	(2)	•		u	17,	
						, in
NUMBER OF	2,3 +4	1763			1	 75 ¥ [L
MÉDIAN M	17 27LS	51 41LE			-	50 KIL
1ST QUARTILE	IN SILE	a a				25 KIL

For each STEP test, the Ird quartile point and the law quartile point are graphically indicated above by the upper and hower parts of the bar graph. The median boint is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

28

B=4-30

S.I.S.O. 12TH GRACE STEP IL ACHTEVENE TE PROFILE

PERCENTILE	T A	SCHOOL YEAR						
RANGE	1975+76	1976-77		ŧ		GROUP IMATIONAL		
91 - 90 WILE	0			A S				
, 81 - 90 %ILE*	7	1		4				
71 - 80 MILE	***	***	1			14 18 18 18 18 18 18 18 18 18 18 18 18 18		
61 - 70 %ILE	D	*** ***	1			海草州 海草州		
31 - 00 WILE	Winds.	****	1	**************************************		**************************************		
41 - 50 %/48	6	***		W		***		
31 - 40 %ILE	## *	***		······································		有单章 用单章		
21 - 30 %ILE	### ###	李州市				A 4 A		
11 - 20 %ILE	3					e;		
1 - 10 NILE	2			S.				
A CONTRACTOR OF THE PARTY OF TH	1 to 1 to 1 to 1 to 1 to 1 to 1 to 1 to		· · · · · · · · · · · · · · · · · · ·		All Target	4		
	78 (ILE	1930 30 41LE		· · · · · · · · · · · · · · · · · · ·	N. A. J. C. C. C. C. C. C. C. C. C. C. C. C. C.	13 8113		
MEDIAN	73 41LE	57 41LE				30 110		
1ST QUARTILE	23 61 45/	27 KILE		*	¥=	१३ द्राएड		

Figure B-4-28

PERCENTILE		sc	HOCL YEAR		,	NORM
RANGE	2,1973~76	1976-				INATIONALI
91 - 99 WILE	9 \ ®					1
81 - 90 %ILE	7	,				
71 - 80 WILE	建筑	*** ***			* (
61 - 70 %ILE "	(3)	* ** * **			-	***
51 - 80 %/LE	章 前 A 14	**************************************			4, .	***
41 - 50 KILÊ	**************************************	和 		(40)		***
31 - 40 %ILE	**************************************	***				***
21 - 30 %ILE	建筑单 金兼省	149	,			***
11 - 20 %ILE	3		a .		-	
1 - 10 41 6			4		<u> </u>	
۴	À				<u></u>	, ,
NUMBER OF STUDENTS TESTED	2370	1768. 76 \$1LE	***			75 KILE
3RD QUARTILE	76 KILE	54 41LE			1 (50 4164
MEDIAN IST QUARTILE	179 41 6	25-216	<u>k</u>			25 KILE

B-4-32 28.

ERÍC

STEP READING

MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

	1975- 1976	1976-1-1 1977	"GAIN" or "LOSS"
9	33	38,4	+5
10	39,	42	+3
11 .	41	47	+6
12	45	48	+3 -

Figure B-4-31

STEP SCIENCE

MEDIAN PERCENTILE SCORES · FOR 1975-76 AND 1976-77

	*	ž :			<u>.</u>
		1975-	1976~	"GVIN"	
	GRADE	1976	1977	or "LOSS"	
	<u> </u>		١,		ı
	9 -,	34	39	+5	
				. پېښ اد د پېښ	
	v 10 ;	A A	. y . 43	· · · · · · · · · · · · · · · · · · ·	
į	* * * * * * * * * * * * * * * * * * * *			+2	
	1	1975	46	T&r 	
: '	1318	46	54	+8	`
	14	40	,41		1

STATE EXPRESSION

MEDIAN PENCENTILE SCORES
FOR 1975-76 AND 1976-77

	GRADE	1975- 1976	1976- 1977	We MIN	W
	· .9 * .	29	29	0	
	10	12	₩. 34	+2	
	11	/33	36	0	
1	12	\38 [']	42	+4	# -

P184ro B-4-32

STEP SOCIAL STUDIES

MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

CRADE	/1975-	1976- 1977	or "LOSS"
9	37	34	+2
,10	1 300	41	3
11	44	44	0
12	46	51	+53()

STEP MECHANICS OF WRITING-SPELLING

MEDIAN PERCENTILE SCOPES FOR 1975-76 AND 1976-77

GRADE	1975- 1976	1976- 1977	"GAIN" or "LOSS"
, 9	36	7 6	0
10	11	36	+5
11	. 40	40	0
12	34	42	+3



STEP MECHANICS OF WRITING-CAP. & PUNC.

MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

1975-	1976~	T"GAIN"
1.976	1977	or "1.088"
. ¥5	30	+5 ′
. 26	31.	+5
32 MA	/32	u . 0
	36	+2
	1976	1976 1977 30 26 31

Figure B-4-35"

STEP MECHANICS OF WRITING-TOTAL

MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRADE	1975- 1976.	1976- 1977	or "LOSS"	
9	· · · · · · · · · · · · · · · · · · ·	, 32	+2	
10	29	33	+4	I
L. III	* \$5	35	0	4
12	35	. 39	1+4	1.

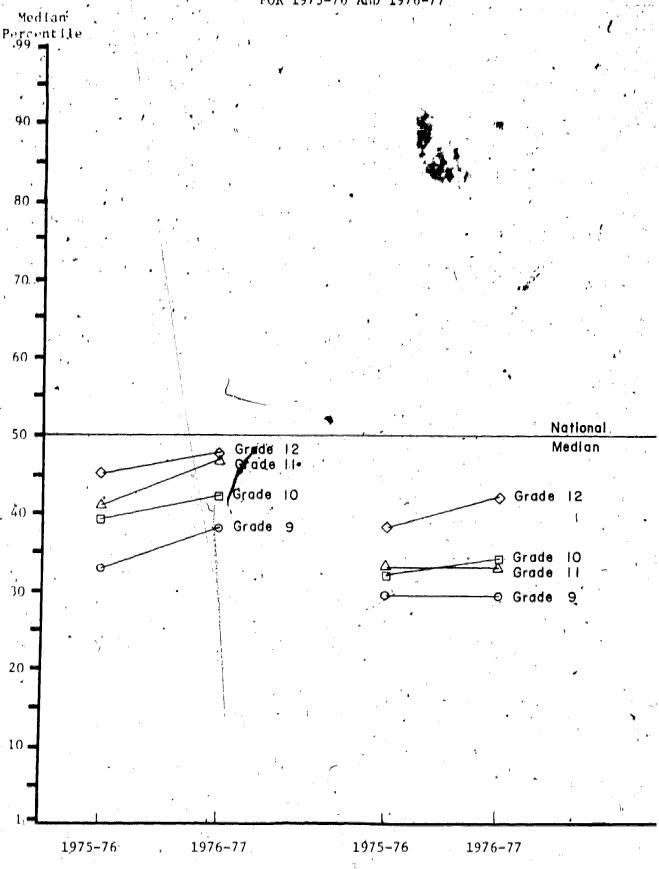
STEP MATH CONCEPTS

MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77 MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRADE	1975- 1976	1976- 1977 •	"GAIN" or "LOSS"
9	31	351, /	+4 ."
10	39	39 .	
. 11	44	47	+3
12	48	51	#) (

GRADE	1975- 1976	1976- "GAIN" 1977 or "LOSS"
9"	42.	42
10	49	49' 0,
	48	54 +6
12.	53	57 +4

STEP READING AND STEP ENGLISH EXPRESSION MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77



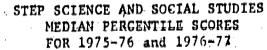
READING

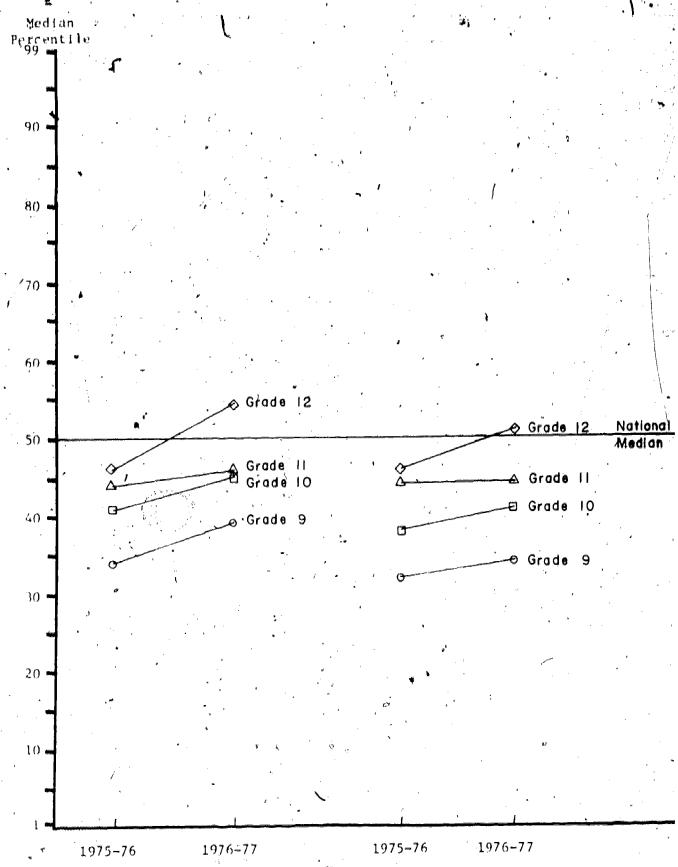
ENGLISH EXPRESSION

B-4-36 290



Figure B-4-STEP MECHANICS OF WRITING MEDIAN PERCENTILS SCORES 1975-76 and 1976-77 Hed Lan Percent He 90 80 70 -60 • <u>National</u> Median . . . ⊖ Grade 12 S Grade 11 40 Grade 12 Grade Grade II. Grade Grade Grade JI, Grade IO Grade 10 30 Grade 9 20 10 1975-76 1976-77 1975-77 1975-76 1975-76 1976=77 MCHARICS OF WRITING CAPITALITATION & PRECTIMATION MEGNATUS OF METTING! SPILLING:





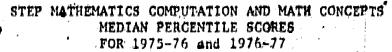
SOCIAL STUDIES

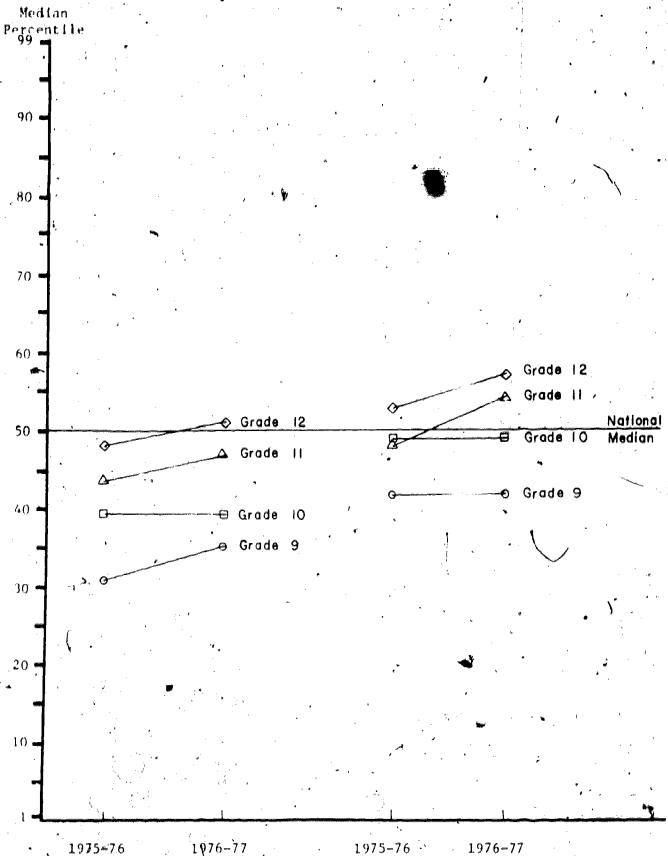
ERIC

Full Text Provided by ERIC

SCIENCE

B-4-38





MATHEMATICS COMPUTATION

MATHEMATICS CONCEPTS

B-4-39

Figure B-4-42

SUMMARY OF ACHIEVEMENT "GAIN" OR "LOSS"1,2 BY STEP TEST ACROSS ALL GRADES

	· ·	• F		
STEP TEST	MEDIAN of "Gain" or "Loss" from 1975-76 to 1976-77 across all grades	RANGE OF "Gain" or "Loss" from 1975-76 to 1976-77 across all grades		
Science	+4 1/2	+2_through +8		
Reading	+4	+3 through +5		
Mechanics of Writing - Capitalization and Punctuation	+3 1/2	0 through +5		
Math Computation	+3	0 through +4		
Social Studies	+2 1/2	0 through +5		
Math Concepts	+2	0 through +6		
Mechanics of Writing - Spelling	+1 1/2	0 through +5		
English Expression.	+1	0 through +4		

The "gain" or "loss" summaries of this table are the "gains"/"losses" reported in the last columns of Figures B-4-29 through B-4-37, collapsed across all high school grades.

²Mechanics of Writing - Total is excluded from this table. This test is represented by each of its two component parts -- Spelling, and Capitalization and Punctuation.



Figure B-4-43

SUMMARY OF ACHIEVEMENT "GAIN" OR "LOSS" 1,2 BY GRADE ACROSS ALL STEP TESTS

GRADE	Median "Gain" or "Loss" from 1975-76 to 1976-77 across all STEP tests	Range of "Gain" or "Loss" from 1975-76 to 1976-77 across all STEP tests
9	+3	Q through +5
10	+3	0 through +5
11	+1	0 through +6
12	+31/4	+2 through +8

The "gain" or "loss" summaries of this table are the "gains"/"losses" reported in the last columns of Figures B-4-29 through B-4-37 collapsed across all STEP tests.

²Mechanics of Writing - Total is excluded from this table. This test is represented by each of its two component parts - Spelling, and Capitalization & Punctuation.

STEP READING TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

(I)	DES	MEDIAN	"(AIN"		
1975- 1976	1976 - 1977	1975- 1976	1976- 1977	OR "LOSS"	
9th	10th	41 *	47	+6	
19th	11th	47	47	0	
llth	12th	47	48	+1	

Figure 8-4-46

STEP SCIENCE TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

policina a	1	≱ 1 mai 255 kg , 1 d yo 1 kb m	d manasar manasar arabanya	
_ CR∧	145	MEDIAN	"CAIN"	
1975-	1976-	1975-	1976-	OR
1976	1977	1976	1977	11085
9th	10th	42	48	1 6
19th	ILth	48	49	11
l1th	12th	49	54	į . ^E j
		4.		

Yigure 8-4-45

STRP ENGLISH EXPRESSION TRACKING GROUP MEDIAN PERCENTILE SCORES POR 1975-76 AND 1976-77

GR/	DES	MEDIAN	TGAIN		
1975-	1976-	1975-	1976-	OR	
1976	1977	1976	1977	"L/068"	
gith'	10th	31	34	+3	
10th	· 11th	34	37	+3	
llth	12th	37	42	45	

Pigure 0-4-47

STEP SOCIAL STUDIES TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRA	pes	HEDIAN	"GAIN"		
1975-	1976-	1975-	1976-	()R	
1976	1977	1976	1977	"1,055"	
9th	10th	34	41	17	
10ch	lith	43	48	15	
llth	12th	50)	51	11,	

STRP MECHANICS OF WRITING-SPHILLING TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GN/	DES	MADLAN	"GAIN"	
1975-	1976-	1975-	1976-	OR
1976	1977	1976	1977	"1,088"
9th	10th	42	18	-4
,10th	11th	· 36	40 ,	, ,)
11th	. 12th	49	'42	-],
] .			أجهرت يرا

STEP MECHANICS OF WRITING-CAP, & PUNC. TRACKING GROUP MEDIAN PERCENTILE SCORES POR 1975-76 AND 1976-77

CRA	DRA	MAIAN	MONT	"CAIR"		
1975-	1976-	1976- 1975- 1976-		OR		
1976	1977	1976	1977	"L088"		
,9th	10th	30	34	+4		
Meh	11th	31	36	#5 1		
llth	,) 2th	36	36	0		

Pigura B:4-50

STEP MECHANICS OF WRITING/TOTAL TRACKING GROUP MEDIAN PROCENTILE SCORES FOR 1975-76 AND 1976-77

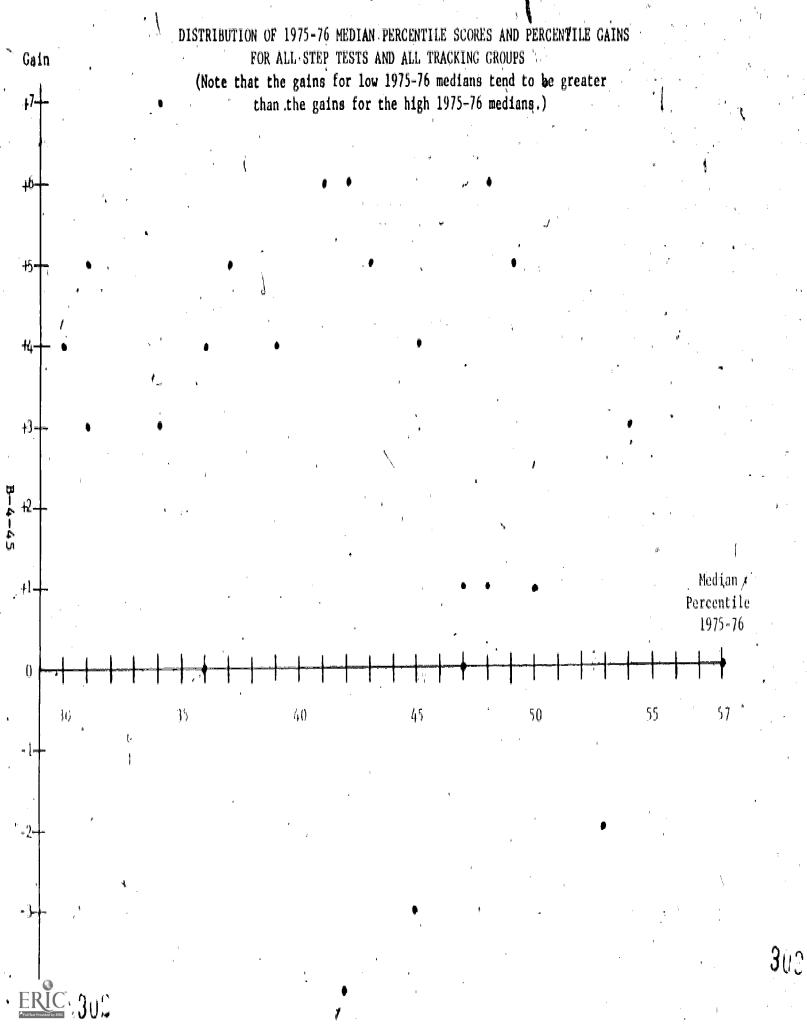
GRADES		MEDIAN	"GAIN"	
1975-	1976-	1975	1976-	OR
1976	1977	1976	1977	"L0899"
9th	10th		.]]	-1
10(h	lith	11	19	18
Hith	42th	39	. 39	0

CRADES		MEDIAN	''CAIN''	
1975-	1976-	1975-	1976-	OR
1976	1977	1976	1977	"LOSS"
9th	10th	39	43	+4
10th	`llth	45	49	. 14
11 th	12th	53	51	= 7

STEP MATH CONCEPTS TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

(NA	DES	MEDI AN	I "GAIN"		
1975=	1976-	1975-	OR		
1976	1977	1976	1976 - 1977	"L055"	
 9th	10th	48	.54	16	
10th	llth	54	57	13	
llth	12th	57	57	`()	

301



Appendix B

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 5 (Evaluation Question 2-2)

PURPOSE:

The purpose of Part 4 of this appendix is to provide answers to the following evaluation question:

In what general curriculum areas is student achievement the lowest? In which is it the highest?

It should be noted that in the previous part of this appendix (part 4), the evaluation question under consideration also compared the different curriculum areas.

It is important that the difference between the purpose of these two evaluation questions be understood. In the former evaluation question, the different curriculum areas were compared with regard to change from the previous year. However, in answering Evaluation Question 2-2, the comparisons will be based on the relative ranking of performance among the different STEP tests, both for this year and for last year. For example, improvement in STEP test "A" may be much larger than that of STEP test "B", from last year to this year. However, it is possible that 1976-77 achievement in STEP test "A" is still less than 1976-77 achievement in STEP test "B". The purpose of Evaluation Question 2-2 is to investigate such possibilities.

PROCEDURE:

Data Collection. The method of data collection, and the consequences of this method, have already been described in Part 1 of this appendix.

Analyses. The analyses performed is essentially a descriptive one. The median percentile scores for each of the STEP tests and for each of the four high school grades, based on the 1976-77 administration, were computed. The differences between these median percentile scores and the national norm percentile (50% formed the basis for a ranking of the 1976-77 achievement for the various STEP tests.

To assess the variability of the data, and to determine if these 1976-77 rankings are the continuation of a trend started last year, the differences between the 1975-76 median percentile scores and the 50% ile point, for each STEP test for each grade, were also computed.

The relative rankings of the STEP tests in 1976-77, and the comparison of these with the rankings obtained for the 1975-76 testing form the basis for answering Evaluation Question 2-2.

FINDINGS:

The Districtwide 1975-76 and 1976-77 median percentiles for all STEP tests and grades are contained in Figures B-4-1 through B-4-28. Figures B-5-1 and B-5-2 extract the relevant parts of these tables, detailing percentile points above or below the national median (50%ile) for each STEP test and for each grade.

Figure B-5-3 summarizes the 1976-77 results, by STEP test (collapsing across all four high school grades). Several facts may be noted from this figure:

- The two curriculum areas evidencing the poorest student performance were English Expression and the Mechanics of Writing Capitalization and Punctuation. Science and Mathematics Concepts are the two areas with the best student performance.
- Within the mathematics curriculum, achievement in math computation is consistently lower than achievement in math concepts for all 4 grades.
- With the reading/language curriculum, achievement in reading is consistently higher than achievement in the other related STEP test areas (English Expression, Mechanics of Writing Spelling, and Mechanics of Writing Capitalization and Punctuation) for all four grades. Achievement in Mechanics of Writing Capitalization and Punctuation is consistently lower, in all 4 grades, than achievement in each of the other reading/language.

Figure B-5-4 summarizes the corresponding results for the 1975-76 year. Several facts may be noted from this figure:

The poor comparative achievement in Mechanics of Writing - Capitalization and Punctuation and in English Expression, in the current year also occurred in the previous year. Similarly, achievement in Science and in Math Concepts were the highest ranking subject areas in 1975-76 as they are during the current year.

In the mathematics area, achievement in math concepts was superior to that in math computation in 1975-76, as is the case during the current year. In fact, the gap between these two mathematics areas appears to be widening due to considerable improvement in math concepts from last year, as compared to only a small improvement in math computation achievement from last year.

In the reading/language area, achievement in reading was strongest in 1975-76, as is the case this year. Also, the gap between reading achievement and achievement in the other reading/language areas appears to be widening, due to a large improvement in reading achievement since last year, as compared to only a small increase in achievement performance in English Expression and in Mechanics of Writing.

The relative ranking of reading, in 1976-77, jumped from fifth place in 1975-76 to 3rd place. This resulted in Math Computation and Social Studies each dropping one position in the rankings. Math Computation dropped from third place in 1975-76 to fourth place, and Social Studies dropped from fourth place to fifth place. All rankings for the other STEP tests remained unchanged from 1975-76 to the current year.

Figure B-5-5 summarizes the same 1976-77 results, but by grade (collapsing across all STEP tests). Two facts may be noted from this table:

- . In comparison to the national norm, the 9th Grade students exhibit the poorest overall achievement. Each succeeding grade exhibits better achievement performance, compared to the national norms, than do any of the earlier grades.
 - Only in the 11th and 12th grades are there any STEP tests for which AISD student performance is superior to that of the national norming students.

Figure B-5-6 summarizes the same type of results, but for the 1975-76 year. A comparison of Figures B-5-5 and B-5-6 indicates two facts:

- Achievement in the 9th grades continues, in 1976-77, to be the lowest of the high school grades. Achievement in each succeeding grade in 1976-77 is higher than the preceding grades just as it was in 1975-76.
- The gap between 9th grade achievement and 10th grade achievement appears to be lessening. However, the gap between 10th grade and 11th grade achievement are the gap between 11th grade and 12th grade achievement increasing from last year.

Figure B-5-1

NUMBER OF PERCENTILE POINTS ABOVE OR BELOW NATIONAL MEDIAN FOR ALL STEP TESTS AND ALL GRADES FOR 1976-77 TESTING

	•			1	<u>~</u>						_
ſ		,		Numb	er of Per	centile Poi	nts Above or Belo	w Nationa	1 Median	ì	
ı	Grade	Reading	English.	Science	Secial	ME	CHANICS OF WRITING	3 - 5 - 1	Math	Math	1
ı		кеаптик	Express.	Scrence	Studies	Spelling	Capital & Punct.	TOTAL	Computation .	Concepts	J,
	9	-12	-21	-11	-16	-14	-20	-18	-15	-8	
	•	-8	-16	· -5	r_9	14) -19	-17	-11	-1	
	11	-3	-17	-4	-6	-10	18	-15	-3	+4	
	12	-2	-8	+4	1+ر	-8	-14	-11	, +1	17	

Figure B-5-2

NUMBER OF PERCENTILE POINTS ABOVE OR BELOW NATIONAL MEDIAN
FOR ALL STEP TESTS AND ALL GRADES
FOR 1975-76 TESTING

			12		1	1					_ ' , '
١				Numt	er of Per	centile Poi	nts Above or Belo	w Nationa	al Median	V .	I
	Grade	Deddies	English	Science	Social	ME	CHANICS OF WRITING	;	Math	Math	
١	,	Reading	Express.	Scrence	Studies	Spelling .	Capital.& Punct.	TOTAL	Computation	Concepts	
	9	-17	-21	-16	-18	· -14	-25	-20	-19	-8	
	10-	-11	-18	-9	-12	-19	-24	-21	-11	-1	
	11	·9	-17	-6	-6	-10	-18	-15	(-6	-2	
	12	~ 5	-12	-4	-4	• • • • • • • • • • • • • • • • • • • •	-16	-15	-2./	+3	3 dS
1					<u> </u>	the second second second second second second second second second second second second second second second se					-

ERIC C

SUMMARY OF DIFFERENCES 1,2 IN 1976-77 *

BETWEEN AISD MEDIAN PERCENTILES AND THE NATIONAL NORM BY STEP TEST ACROSS ALL GRADES

STEP Test	Median Difference	Range of Differences
Math Concepts	+2½	-4 through +7.
Science	-415	-11 through -4
Reading 3	-51 ₂	-12 through -2
Math Computation4	- 7	1-15 through +1
Social Studies ⁴	-7 ¹ 5	-16 through +1
Mechanics of Writing -	-12	-14 through -8
English Expression	-16 ¹ 2	-21 through -8
Mechanics of Writing - Capitalization & Punctuation	-13 ¹ 2	-20 through -14

The differences summarized in this table are the differences reported in Figure B-5-1, collapsed across all grades.



²The Mechanics of Writing - Total was excluded from these summaries. This test is represented by its two component parts - Spelling, and Capitalization & Punctuation.

³Indicates that the relative ranking of achievement in this test, compared to the other STEP tests, has increased from 1975-76 to 1976-77.

Indicates that the relative ranking of achievement in this test, compared to the other STEP tests, has increased from 1975-76 to 1976-77.

SUMMARY OF DIFFERENCES^{1,2} IN 1975-76 BETWEEN AISD MEDIAN PERCENTILES AND THE NATIONAL NORM BY STEP TEST ACROSS ALL GRADES

W.		
STEP Test	Median Difference	Range of Differences
Math Concepts	-14	-8 through +3
Science	-71g	-16 through -4
Math Computation 4 5 /	-84	-19 through -2
Social Studies 4	_9	-18 through -4
Reading 3	-10	-17 through -5
Mechanics of Writing - Spelling	-12 ¹ 3	-19 through -10
English, Expression	-175	-21 through -12
Methanics of Writing - Capitalization & Punctuation	-21	-25 through -16

The differences summarized in this table are the differences reported in Figure B-5-2, collapsed across all grades.

The Mechanics of Writing - Total was excluded from these summaries. This test is represented by its two component parts - Spelling, and Capitalization & Punctuation.

Indicates that the relative ranking of achievement in this test, compared to the other STEP tests, has increased from 1975-76 to 1976-77.

Indicates that the relative ranking of achievement in this test, compared to the other STEP tests, has increased from 1975-76 to 1976-77.



SUMMARY OF DIFFERENCES 1,2 IN 1976-77 DETWOOD AISO MEDIAN DIFFICULTINGS

The state of the s W. Chillie

ACTORS ALL STEEL THEFT

Grade	Median Pifforence	, Bange of Offferences
ij	, -1:1 ¹ 4	-21 through -8 *
:)		+19 through +1
11	-5	-17 through +4
12 .		-14 through +7

Ambo lifterences summarized in this calle are the lifterences reported in Pigure 7-5-1, coldapsel across all fifth tests.

The Mechanics of Writing - Total was excluded from these summation. This test is represented by it; two component parts parts - Spelling, and Capitalization and Punctuation.

Figure B-5-6

SUPPLARY OF DIFFERENCES 1,2 IN 1975~76 BETWEEN AISD MEDIAM PEPCENTILES AND THE NATIONAL NORM BY GRADE ACROSS ALL STEP TESTS

Grade	Med Lan Difference	Range of Differences	
q	-174	-25 through -8	
10	-11 ¹ 2	-24 through -1	
11	ے ؛ <i>ل</i> م	1 -18 through -2	
12	= 1/4 / 7	1 -16 through +3	

The differences summarized in this table are the differences reported in Figure B-5-1, collapsed across all STEP tests.

The Mechanics of Writing - Total was excluded from these summaries. Take test is represented by its two component parts parts of Spelling, and Capitalization and Functuation.

Part 6 (Evaluation Question 2-3)

PURPOSE:

The purpose of Part 6 of this appendix is to provide information to answer evaluation question 2-3, stated below:

How does Austin achievement in the general curriculum areas, compare with nationwide achievement in these areas?

It should be noted that the information that is considered in this part of the appendix and that which is considered in Part 5 is very similar: differences between ALSD achievement and achievement by the national porming sample. The purposes of the evaluation questions that are considered these two parts are nevertheless very different. In Part 5, the purpose of adultion question 2-2 is to provide a ranking of Austin achievement for different subject areas and for different grades. The use of the national porms is only for the purpose of facilitating this ranking. However, in this part of the appendix is the comparison of Austin achievement with the national norms themselves.

PROCEDURE:

Data Collection. The method of data collection and its consequences have already been described in Part 1 of the appendix.

Analyses. Two types of descriptive comparisons of AISD STEF testing results with the national norming testing results are utilized in this part of the appendix.

For the first type of descriptive comparison, the differences between the districtwide median percentile scores and the 50% le point are considered. These differences provide a concise summary of the extent to which the central tendency of AISD achievement scores is different from the central tendency of the national norming sample.

A different perspective is proyided by the second type of comparison, which considers both the median and the 1st and 3rd quartile points. Such a consideration provides more information than does the median alone. In particular, this type of presentation is useful in counteracting a short sided view point that assumes that if a median percentile is above the national norm then "all is well" and if a median percentile is below the national morm then the opposite is true.

This median and quartile information is a similar to that presented in Part 4 of this appearable.

However, the median and quartile information presented here is different in the way. This difference is made in order to adjust for a tendency of the percentile scale to exagerate differences in the mid-percentile range and to minimize differences in the outer ranges of the percentile scale.

For example, suppose that the median percentile acores for two tests were 45% le and 40% le. Achievement on the first test is 5% le points below the norm and achievement on the second test is 10% le points below the norm. One might be tempted to believe that the "deficit" on the second test was twice the deficit on the first test. However, if the distortion that was introduced by the percentile scale were corrected, it would be found that the "deficit" represented by achievement on the second test was, in fact, more than twice the "deficit" represented by achievement on the first test.

A graphic adjustment of this type of distottion can be made by "squeezing together" the percentile points in the mid ranges of the scale and by "spreading spare" the percentile points in the higher and lover ranges of the scale. This type of graphic adjustment is done in this part of the appendix.

When this graphic adjustment has been done, the middle one-third of the percentile score range is identical to the scan increases of 4.5. and 6: the "average" achievement scores. By considering the degree of overlap between (1) the Austin lat Quartile - 3rd Quartile range and (2) the stanine 4-6 range, it is possible to assess how well the entire middle 50% of Austin students are doing.

FINDINGS:

How do the district median scores compare with the median scores of the national norming sample? An inspection of Figure 8-5-1 (contained in Part 5 of this appendix) reveals the following facts:

- . Austin schievement is above the national norms only in the upper grades (Math Concepts in Grades 11 and 12; and Math Computation, Social Studies and Science in Grade 12).
- The median percentile scores which are below the mational norm range from 1% lie point below the norms (for Math Concepts, 10th Grade) to 20% le points below the norms (for Mechanics of Writing Capitalization and Punctuation, 9th Grade).



Figures B-6-1 through B-6-9 contain a graphic display of these facts. These figures also serve to emphasize two additional facts:

5

- . The districtwide median percentile does not characterize all Austin students. Even the middle 50% of Austin students (scoring between the 1st quartile and the 3rd quartile) have achievement scores in a wide range above and below the median.
- For those tests with median percentile scores below the mational norm, there are many Austin students scoring above the 50%11e point. For those tests with median percentile scores above the national norm, there are many Austin students scoring below the 50%11e point,

Figure B-6-1

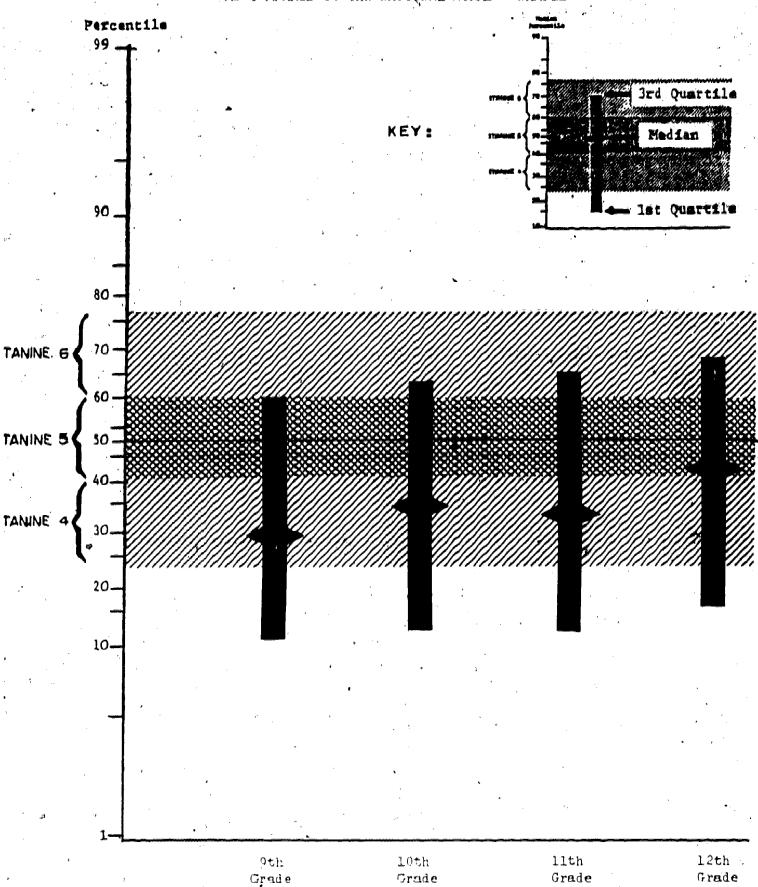
MUDIAN AND QUARTINE PURCENTILE POINTS

FOR STEP READING . As compared no the mational modified cample Percentile . 99 KEY: 90. 80 STANINE 6 STANINE 5 50 40 STANINE 4 30 20-10-12th oth 10±h 115h Grade Grade, Grade irade 313

3-6-4

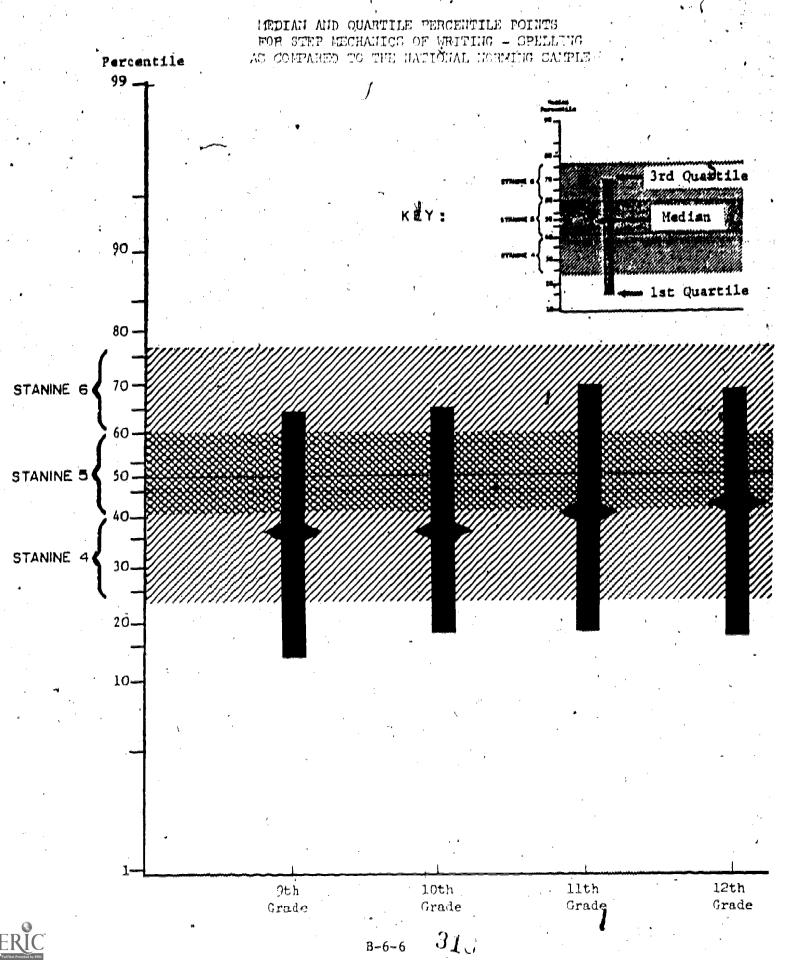
Figure B-6-2

MEDIAN AND QUARTILE PERCENTILE POINTS FOR STEP ENGLISH EXPRESSION AC COMPARED TO THE MATIQUAL MORNING SAMPLE

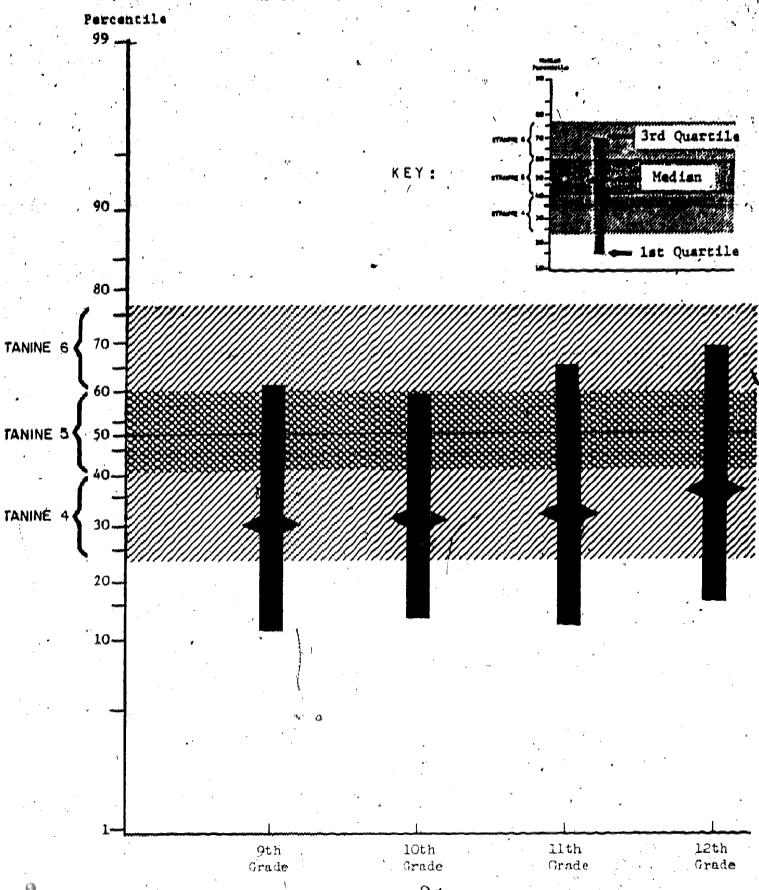


317

Figure B-6-3



FOR STEP MECHANICS OF WRITING - CAL ALIZATION AND PUNCTUATION AS COMPADED TO THE NATIONAL HORIGING SAMPLE



ERIC

Figure B-6-5
MEDIAN AND QUARTILE PERCENTILE POINTS
FOR STEP MECHANICS OF WRITING - TOTAL
AS COMPARED TO THE NATIONAL MORMING SAMPLE

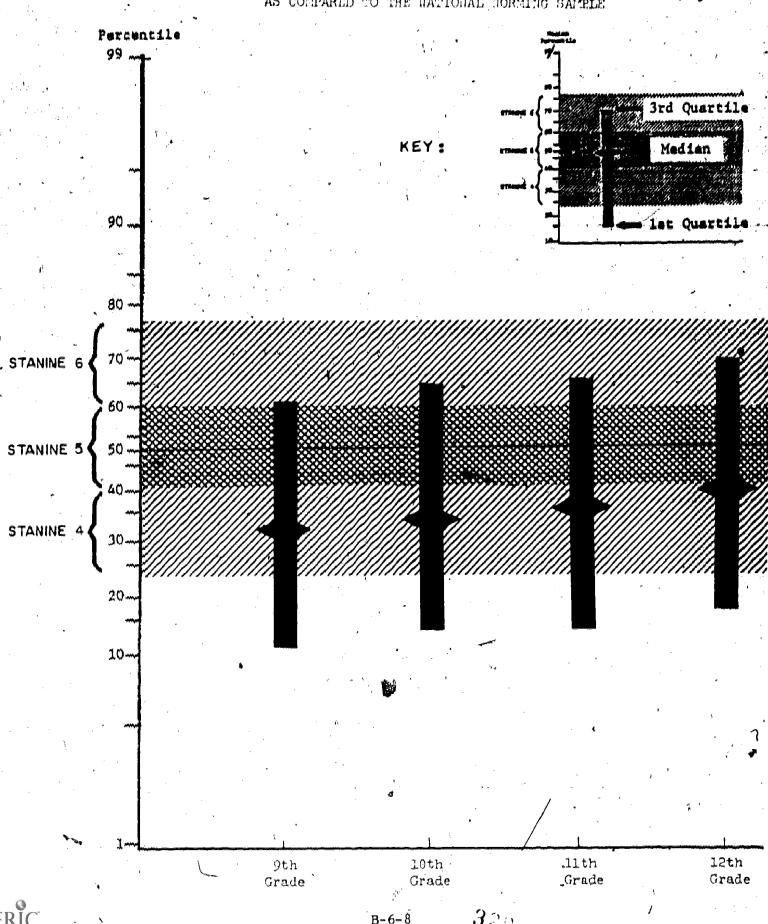


Figure B-6-6

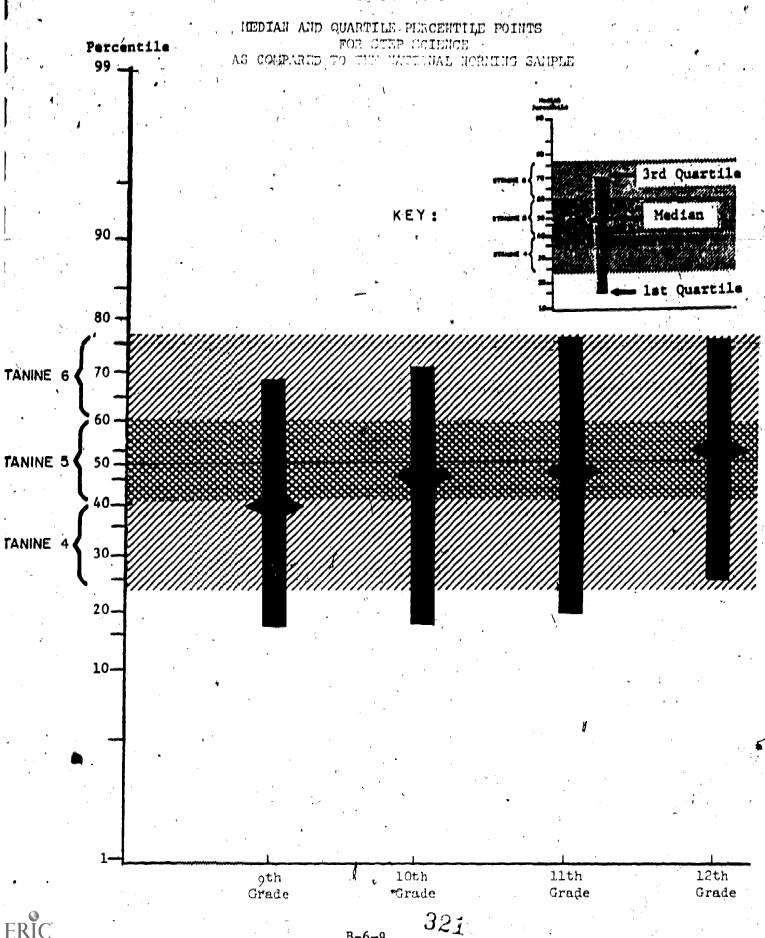


Figure B-6-7

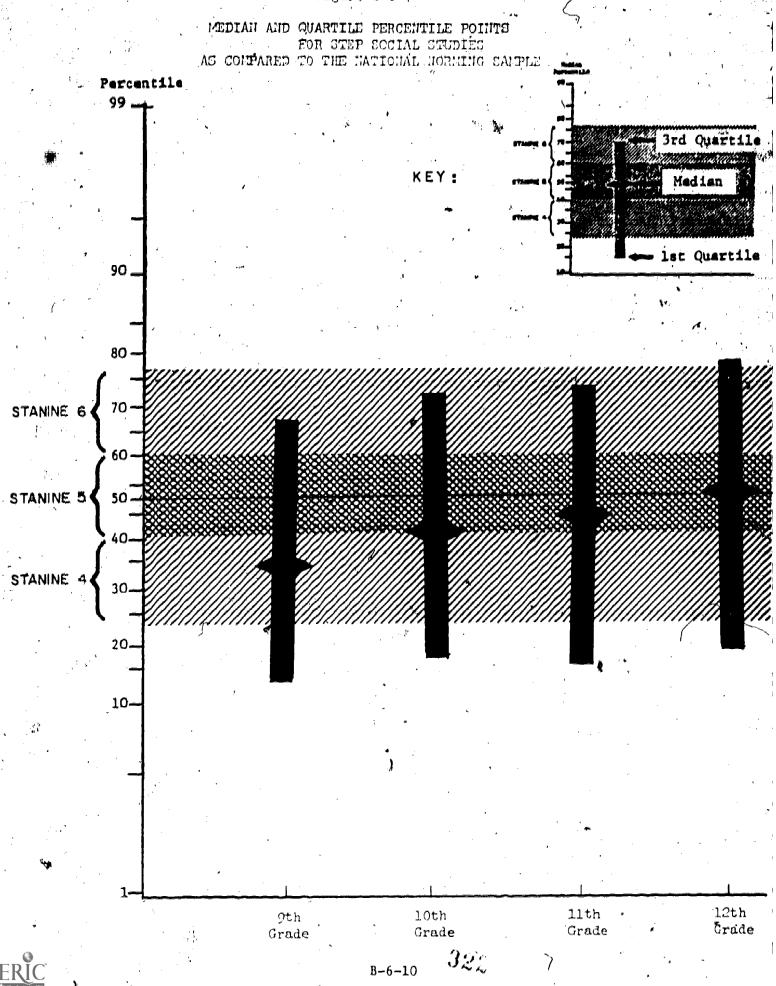
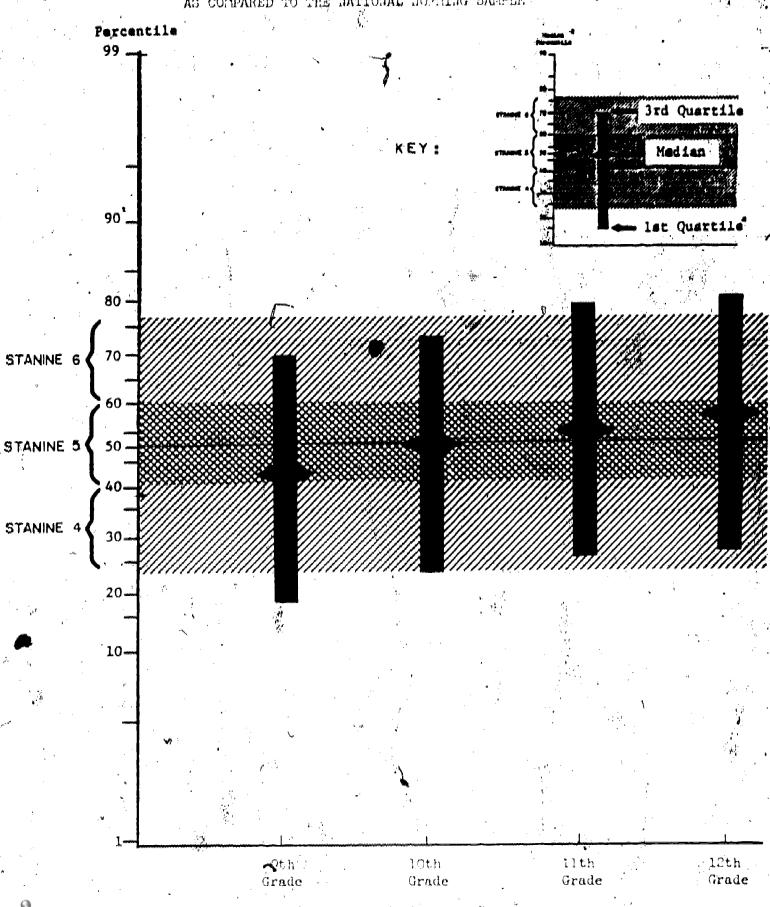


Figure B-6-9

MEDIAN AND QUARTILE PERCENTILE POINTS FOR STEE MATH CONCEPTS AS COMPARED TO THE NATIONAL NORMING SAMPLE.



Appendix C

Boehm Test of Banic Concepts

Brief description of the instrument:

Fifty Lems arranged in order of their difficulty. Each item consists of a set of pictures about which statements are read to the students. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area.

To whom was the Instrument administered?

All kindergarten students.

How many times was the instrument administered? Once to all kindergarten students.

When was the instrument administered? February, 1977.

Where was the instrument administered? In the classroom.

Who administered the instrument The classroom teacher.

What training did the administrators have?

None, other than that provided on-campus by the counselor and/of principal.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data.

Teachers tested their own classrooms.

Who developed the instrument?

Ann E. Boehm, published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

Split-half reliability coefficients, corrected by the Spearman-Brown Formula, ranged from .68 to .90 in the standardization sample. No validity data are reported.

Are there norm data available for facerpreting the recults?

Standardization sample constated of low, middle, and high socio-economic lavel students from kindergarten, first, and necond grades in sixteen cities around the country. Percentiles corresponding to various now scores are reported for he ginning and mid-year testing in each of the SES levels by grade classifications.



APPENDIX C BOEHM TEST OF BASIC CONCEPTS

Part 1, (Evaluation Question 4-1)

PURPOSE:

The purpose of Part 1 of this appendix is to provide information to answer Evaluation Question 4-1, stated below:

How does the kindergarter students' understanding of, basic concepts during this year compare with the understanding of basic concepts for last year's kindergarten students?

PROCEDURE:

Data Collection. The Boehm Tests of Basic Concepts were administered to district kindergarten students during February 21 - February 25.

All kindergarten students in the district were to be tested, with one exception: students who spent one hour or more each day in an integrated (self-contained) special education class or resource class were not required to take the test. No systematic effort was made to collect information on the number of students who were exempted or on the number of students who were absent. However, the percentage of students who participated in the testing was almost 97% of the districtwide kindergarten enrollment.

Therefore, neither the number of exemptions and the number of absentees could be very large. (The enrollment data used in the above percentage calculation was based on the average of the kindergarten enrollments for January 14 - end of the 3rd Six Weeks - and for March 4 - end of the 4th Six Weeks).

Unlike the CAT and STEP testing, there were no provisions for exemption of students who were non-English speaking. Spanish administration instructions are available for the Boehm, so this type of exemption was not necessary.

ORE provided to each school detailed instructions on the management of the Boehm testing activities. Figures C-1-1, C-1-2, and C-1-3 contain the specific instructions that were provided.



Analyses. The 1976-77 districtwide median raw score for the total test and for each subscore was computed and compared to the corresponding median for the 1975-76 Boehm administration.

Separate analyses for students who were administered the test in each of the two different languages were not performed. The 1975-76. Tit le VII Technical Report did perform such analyses during that year. These analyses showed that the Boehm testing results for these two different groups were the same.

F INDINGS:

The median total raw scores for each of the two years were identical. When the separate scales are considered, identical medians were also found, except for the Space scale. In this scale, the median score for this year was 21, one raw score point higher than the corresponding median score in 1975-75.

3

Figure C-1-1

BUILDING GOORD ATOR LUSTRUCTIONS FOR SORIN TESTING

BOEHM TEST OF BASIC CONCEPTS

SPRING, 1977

BUILDING COORDINATOR CHECKLIST

BEFORE WEEK OF TESTING - Defore February 11, 1977)

inventory all materials received:

Sets of Test Booklets (each set containing Booklet #1 and Booklet #2)

and I set for each kindermarten student

1 set for each kindergazten teacher

I set for the building test coordinator

Test Administration Directions in English)

Teacher Checkitst for Boehm Teacing

Testing Skildelines for Boehn Testing 1 of each for each kindergarten teacher

I of each for the Building Teating Coordinator

Test Administration Directions (in Spanish)
I for each kindergarten teacher who must
administer the test in Spanish

For Title I Schools only:

2 white gummed identification labels for each scudent. Soth labels for a student should be given to that student's reacher.

(Tall Name v Lanter of Kara West, Selephona 458-1227, if you do not have enough of any of the above.)

- [] Read the Teacher Theokilist, the Testing Guidelines, and the Test Administration Instructions so that you will be familiar with what your teachers will be expected to do.
- Pass our daterials co reschers.

Figure C-1-1 (continued)

BUILDING COORDINATOR INSTRUCTIONS FOR BORIN TESTING

L. Ad	ivise your teachers of any special instructions that you cons	1041
	cessary, including:	THE STATE OF
	when to administer the 2 "sittings" of the best (one sitting for Test Booklet #1, and a second sitting for Test Booklet #2)	Mar Tarry
	. coordination among teachers so that no more than 3-12 students are tested in the same room at the	
	same timé	
	instructions to teachers on when to have the completed booklets returned to you (all of these booklets for all of your teachers should be sent to the Office of Research and Evaluation as later than Thursday, March 3.	
	instructions to teachers on when to return the unused test booklets to your office (all of the unused test booklets for all of your teachets should be sent back to the Office of Research and Evaluation together in one package no later	
	than Thursday, March 1).	, 69
NO LATER 1	than Thursday, March 1).	, 19
	chan Thursday, March 10.	, 19
_ a	than Thursday, March 10.	, (9)
	than Thursday, Warch ID. THAN THURSDAY, MARCH 1: Direct completed booklets from teacher.	, 19
_ a	than Thursday, March 13. THAN THURSDAY, MARCH 3: pliect completed booklets from teacher- att all of the completed booklets to: Jim Watkins Box 79	, 19
_ a	than Thursday, March 13. THAN THURSDAY, MARCH 3: pliect completed booklets from teacher- att all of the completed booklets to: Jim Wathins	, (3)
_ c	than Thursday, March 13. THAN THURSDAY, MARCH 3: pliect completed booklets from teacher- att all of the completed booklets to: Jim Watkins Box 79	
Mo LATER	than Thursday, March 13. PHAN THURSDAY, MARCH 3: Direct completed booklets from teacher- atl all of the completed booklets to: Jim Watkins Box 79 Carruth Building	. 100
NO TATES	than Thursday, March 13. Chan Thursday, March 13. Chan Thursday, March 13. Chan Thursday, March 13. Carruth Building Chan Thursday, March 13.	
NO TATES	than Thursday, March 13. Plan Thursday, March 13: Plact completed booklets from teacher- att all of the completed booklets to: Jim Watkins Box 79 Carruth Building THAN THURSDAY, MARCH 18: Pollect all unwised test booklets from teachers.	

TEACHER INSTRUCTIONS FOR BOEHM TESTING

BOEHM TEST OF BASIC CONCEPTS

SPRING, 1977

TEACHER CHECKLIST

BEFORE WEEK OF TESTING ' (before February 21, 1977)

Inventory all materials to make sure that you have enough.

I set for each kinderparten student

1 set for vourself

Test Administracion Directions (in English)

Class Fecord Form

Teacher Checklist for Boehm Teating

Testing Guidelines for Boehm Testing of each for yourself

Test Administration Directions (in Spanish)

I for yourself, if you will be administering the test in Spanish to some, or 411, of your students

Let your Building Test Coordinator know if you are missing anything.

NOTE: Cravons, to be used by students to mark their answers, should be provided by each teacher.

Read the rest of this checklist, the Testing Guidelines, and your copy of the Test Administration Directions for an overview of what you will need to do.

(Your Suidding Testing Coordinator will have some additional instructions for you.)

Write each of your student's names on his copy of test booklet /1 and test booklet /2.

NOTE: See Teacing Suidelines, section 5, for more details concerning what and where to write this information.

- J

301

0.1/5



Figure C-1-2 (continued)

TEACHER INSTRUCTIONS FOR BOEHM TESTING

	Administer tests in accordance with the Test Administration Directions, the Testing Guidelines, and other instructions provided by your Building Testing Coordinator.	
	Administer make-up cests if necessary.	FHESE FOIMS
	(Optional). Score tests, using answer key in the Class	IMPORTRADI
	R THAN Wadnesday March 2:	
/=	Collect together all cest booklets for students who have completed both booklet #1 and booklet #2. (Do not include hooklets for students who have completed only one of the two booklets.)	
	Both booklets for a student should be together, with booklet #1 on too. You do not have to alphabetize the students' booklets.	
	Wrap these bookless with string, or put them in an envelope.	الالليب
	Turn in these booklets to your building testing coordinator.	- C
· NO	TE: (1) All make-ups should be completed, if possible, by this time. It may not be possible to score tests turned in after this day.	
	(2) Do not turn in, at this time, un-used test booklets. These will be turned in later.	
BEFORE	THURSDAY, MARCH	
(Turn in all un-used test booklets to your building testing	

 $oldsymbol{J}_{i,j}(t)$

GENERAL TESTING GUIDELINES FOR BORHM TESTING

BOEHM TEST OF BASIC CONCEPTS TESTING GUIDELINES

(and other useful information) T

1. When will testing occur"

All testing (except make-ups for absentees, etc.) will be done between Monday, Rebruary 21 and Friday, Rebruary 25. Boehm Test Booklet 41 and Doehm Test Booklet 42 will be administered on different days or, if on the same day, with a 10-15 binute break between the two twat booklets. Make-up testing will be completed no later than Mednasday, March 2.

2. Now should the tast be administered?

Exactly as prescribed in the Booke Testing Directions pamphled tipled How to Auminiatur and Test . (A Spanish version of these directions is provided for teachers who will need it.)

3. Should all students be targed?

Yes, with one exactation:

Students the sound one loar or fore each for in an integrated (mil-contained) process dead to class or resource class new ore take the test.

4. What about Spanish speaking students?

L

Any student who is nost commontable in Spanish and is most likely to obtain walld test results in Spanish should be given the Boehm in Spanish. Any squient who was administered the Spanish Screening Test eatlier this full and received a score of Jor less about notice given the Spanish version of the Boehm.

Students who very airdinistern' the facin last fall charld be after the test in the park language talls Spring.

5. What aims of transifying information have teachers write on the teachers write on the

to Tiple 1 and little VII how rise two commod labels will be proving for each structure. Times one of the locals on each or the twar cooklets. The student's name and other information is already printed on the libel. If you have any students with no jummed identification labels, print the school came, student name, etc., just as for the don-

b. (for noncellitte I Sonor a no gammed Tabels can be removed affice to mechanical entertaint and mechanical entertaint of these sonolers (Deretors, on the front at each of these sonolers (Bookles of and Bookles (1), oriest the following as the top:

In the same booten " of

Standard (last agent, first dame, and sibile intetal standard)



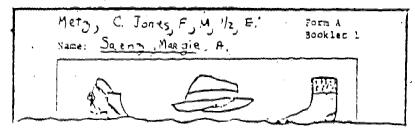
Figure C-1-3 (continued)

. CEMERAL TESTING GUIDELINES FOR BOEHM TESTING

Above the name space. On one line, in this order--

- . Name of school.
- . Name of child's classroom ceacher. Please use teacher's first name or initial if two teachers have the same name.
- . Sex of student (M for male, F for female)
- . Ethnicity of student (8 for Black, M for Mexican-
- American, W for Whise, O for Other)
 Half-day or whole-day (1/2 for half-day, 1 for whole-day)
- . Language test was auministered (S for Spanish, E for English)

Example:



6. To teachers have to acore the testa?

No. The Office of Research and Evaluation will score the tests and return the results to you as soon as possible.

However, if you want to score the tests yourself, you may do so. (The Class Record Form contains an answer key and spaces to record the test results for each student.)

IMPORTANT: Even if teachers score the tests themselves, they must return the students' completed booklets to the building testing coordinator for delivery to the Office of Research and Evaluation. (This is necessary in order that district-wide testing results may be determined.)

What information will be often back to teachers and achools?

Each teacher will set;

- . test results for each'student
- , a summery of the test results for the entire class
- , a gummed label for each student, with test scores

Each school will get:

 a summary of the test results for the entire school highlighting screngths and weaknesses.

Figure C-1-4

DISTRICTWIDE BOEHM TESTING RESULTS FOR 1975-76 and 1976-77

Γ	CALT	MEDIAN RAW SCORE				
L	SCALE	1975-76	1976-77	Difference ¹		
	Space	20	21	+1		
	Quantity	14	14	о.		
	Time	. 3	3	, _e , 0		
	Miscellaneous	4	4	0		
	Total	41	41	. 0		

 $[\]frac{1}{2}$ Differences are computed as 1976-77 Median Raw Score - 1975-76 Median Raw Score.

APPENDIX C BOEHM TEST OF BASIC CONCEPTS

Part 2 (Evaluation Ouestion 4-2)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer decision question 4-2, stated below:

How does the kindergarten students' understanding of basic concepts during this year compare with the understanding of basic concepts of a nation-wide sample of students?

PROCEDURE:

Data Collection. The method of data collection has already been discussed in Part 1 of this appendix.

Analyses. The usual method of company achievement of a given group of students with a nationwide sample involves the use of a derived norm-referenced score such as a percentile or grade-equivalent score. This derived score should be based on a random sample of students throughout the country.

Several problems are encountered when the Boehm Test of Basic Concepts is utilized for such purposes. These problems are discussed below. After this discussion, the actual analysis procedure will be described.

The first problem is that the students used for mid-year norming of the Boehm were not selected by a randomization method. The particular 5 school districts which participated in the norming activities, and the number of students participating, are presented in figure C-2-1. There are several consequences of this non-random selection of schools and of students within schools:

It is not possible to generalize behand the 5 selected school districts to a wider population of schools for which these 5 districts are a representative sample.

It is not known whether the students within each school are representative of the students in that school.

A second problem is that the total sample size is quite small, so that the norming data is not as stable as it ought to be.

A third problem is that the only derived score that is provided for the Boehm is a separate set of percentile scores for each of the three SES levels. This problem is complicated by the fact that criteria as to how to determine what type of student is a low SES student, or what type of student is a middle SES student, etcn, is not available from the publisher.

Finally, the last problem is that for the subscales, even percentile scores for each SES grouping are not available.

As a consequence of the first two of these problems it must be understood that it is not possible to assess the understanding of basic concepts of AISD kindergarten students to a "nationwide sample". Such comparisons can be made only to the small sample of students who happened to be tested in the five particular cities that are listed in Figure C-2-1.

If such a comparison is acceptable, then the technical difficulties presented in the last two problems may be resolved to some extent.

The Boehm manual details for each item on the test the percent of students in each of the three SES groups who passed the item. The percentage of students who passed the i-th item, across all three SES groups, is therefore

$$P_{1} = \frac{N_{1}P_{11} + N_{2}P_{21} + N_{3}P_{31}}{N_{1} + N_{2} + N_{3}}$$

where N_1 , N_2 and N_3 are the number of students in the norming sample who were low SES, middle SES, and high SES, respectively and P_{11} , P_{21} , and P_{31} are the corresponding percentages of students passing the 1-th item.

After each of these item percentage correct points are computed, a reference point for the total test score or for any subscale, with I items in it, may be computed as

$$P = (\mathbf{Z}P_{\mathbf{i}})/\mathbf{I}$$

P thus roughly serves the same purpose as the 50%fle point. It acts as a basic reference by describing the "average" achievement of all norming sample students on this particular subscale (or total test).

It may be noted that the average raw score for a given subscale (or total test) for the norming group has the following ralazionship to the value P, as computed above, for that particular subscale or total test:

 $\overline{X}/I = I$

which \overline{X} is the mean raw score and I is the number of items on the subscale on total test.

This relationship between the mean raw score and the "average of the percents correct" suggests the following method for comparing AISD understanding of basic concepts to that of the norming group. For each subscale, the AISD mean raw score is computed and divided by the number of items in that subscale. This resulting value is then compared to the value for that same subscale, computed for the norming group. If the AISD reference point is greater than the norming sample reference, this would indicate superior understanding by AISD students. Otherwise, it would indicate superior understanding by students in the norming sample.

Note that such a method cannot indicate how much superior the AISD students or the norming sample students are.

Finally it should be noted that the norming sample "P" value for the total test has been provided by the publisher. It is only for the subscales that the indirect method that is described above most be employed.

The method described above was performed as follows. For each subscale, P_4^{γ} (the percent of students in the midyear norming sample for form A who answered Item i correctly, across all three SES groups) was computed for each item in the test and rounded to the nearest integer. (The percent of students in the norming group within each SES group, as provided by the publisher, had been similarly rounded off. Therefore, computing a P_4 to one or more decimal places would be a misleading indication of more accuracy than was in fact available.) Each of these computed P_4 values is tabled in figure C-2-2. For each of the four subscales of the Boehm, the average of the P_4 's for all items of that subscale was then computed and rounded to the nearest integer. These average P_4 's are provided in the bottom row of figure C-2-2.

The mean raw score for the 1976-77 AISD kindergarten adminstration was computed for each subscale and for the total test and divided by the number of items in the appropriate subscale (or total test). Each of these was then compared to the corresponding "average percent correct" in the norming sample, to assess any differences that might exist.

ERIC

-2-3 339

FINDINGS

The average percent correct data for each subscale and for the total test are displayed in figure C-2-3 for the 1976-77 AISD administration and for the norming sample. An inspection of the figure reveals that Austin kindermarten students understanding of the concepts assessed by the Boehm Test of Dasic Concepts is higher than the funderstanding by students in the norming sample for each subscale and for the total test.

30

Printer Gala

DUSCRIPTION OF THE HIMDERSARTEN SORWING SAMPLE OF THE BORIST TEST OF BASIC CONCEPTS FORM A. L.

	Numl	oer of Partic	ipacing Sc	udents
City	Low SES	Middle SES	uten Ses	Total -
Fresno, California	22	1 = 3.	٨ĵ	141
Atlanta, Georgia	M 3	, , ,	26	13:
Highland Park, New Jersey	~~~	125	- 43	173
New Rochelle, New York	1.2	154	" 3K	202
Tulsa, Oklahoma		• •	7 67	
· C	As particular solution of the state of the s		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	ν)
TOTALS	10.3	453	250	\$65

Extracted From the Books Test of Basic Concepts Manual, 1971 Edition, published by The Psychological Corporation, New York, New York,

TEM "TERCENT CORRECT" AND SUBSCALE/TOTAL "AVERAGE PERCENT CORRECT"
FOR THE BOEIM TEST OF BASIC SONCEPTS, FORM A
MIDYEAR NORMING SAMPLE
ACROSS ALL SES GROUPS

Item Mumber		3oeh:		<u> </u>
100	Space	Quantity	Time	Miscellaneous
A.E.	30%		1	{ .
2	922	·	$\{1, \dots, 4\}$	
ì	807			
	387	,	3. 75. 4	1
4		,	1.	1
5	927			
6		30%]	1
7	91:]	1
3		85%	1	1 .
9	897		ľ	1 .
	937]	i ,
10 .				
11	391			i
12		92%	1	
13		917	1	1.
14	92%			ľ
	7-1	793	4	
15.		734		
16	976			1
17		70%	ŀ	I
1.8	83: 1	,		1
		97 7 ,	{	(
19	36%	See Vis	J	
(1) (1)	70.5	<u> </u>		
	4:	11/10/	1	0.2
* \ \			l	84.7
31	i.		82%	1 + 1
24	1	782		
	1	787	1 .	1.
25	_	/04	·	k
- di	721	l .	1 '	
27		59₹	1 '	1
28	544	l	1	
29		r	74%	1
	"		, ,	74%
30	_		 	
51	1 . !		1	, 631
32	P I	724		İ
3)	* .		612.	
34 .	755	1		
				56%
)5				
·)6	· • · ·		642	1
37	1.	497		, ·
18	513	, '		
19	58%	į t		
	.,,,,	417 "	1	
14() 		49.1	Contraction of the second	
·1	70%			1
42		847.	l .	l
43	52% (}		1.
น์น์	527 3 4		15	1
		, 32	A 40	1
				: 442
46		l '	1	l: "**
· 🎍 🏋	-{·	17%	1	1.0
<i>84</i> ,	107	Ŧ	l i	
49		177 "	[l .
50	1	, 24 3	[]	[,``
The second regions of their comments				and the state of t
Average Percent	Į l	· ·		1
Correct in the	761	642	70%	- 647
Norming Sample				· ·
for Subscales	1		l	
Average Percens	A Property of the second	the supervision and repetition while	Andrew State	- A A
VARIBER DELCER?			N# ·	
correct in the			() 2	
Norming Sample				
for the Total Test				I I

AVERAGE PERCENT CORRECT FOR BOEHM SUBSCALES AND TEST TOTAL FOR DISTRICTWIDE 1976-77 TESTING AND FOR THE NATIONAL NORMING SAMPLE

Subscale (or Total)	AVERAGE PER	CENT CORRECT Norming Sample	DIFFERENCE
Space	84%	76%	+8%
Quantity	73%	64%	+9%
Time	78%	70%	+8%
Miscellaneous	78%	64%	+14%
Total	79%	70%	+9%

¹ The difference is computed as AISD Average Percent Correct - the norming sample Average Percent Correct.

APPENDIX C BOEHM TEST OF BASIC CONCEPTS

Part 3 (Evaluation Question 5-1)

PURPOSE:

The purpose of Part 3 of this appendix is to provide information to answer Evaluation Question 5-1, stated below:

How does the understanding of basic concepts by Kindergarten students using the Lippincott system compare with the understanding of basic concepts by kindergarten students using the MacMillan System?

PROCEDURE:

Data Collection. The data which was used to answer this evaluation question was obtained from the 1975-76 administration of the Boehm Test of Basic Concepts. The data collection procedures have been described in Appendix C of the 1975-76 Systemwide Evaluation Technical Report, published in July, 1976. These procedures are essentially the same as the procedures described in Part 1 of this appendix for the 1976-77 administration.

Analyses. The data that was utilized was only a sample of the districtwide Boehm Test of Basic Concepts data base for 1975-76. This data was selected as follows. The primary level instructional coordinators provided ORE with a list of those kindergarten teachers who utilized the Lippincott oral language system and a list of those teachers who utilized the Macmillan oral language system.

The SES levels for each of the schools that were involved were examined. Based on this examiniation, all teachers in the original lists were eliminated from further consideration if their participation in the final study would have created an overall inbalance between the SES levels of the schools with Lippincott-using teachers and the SES levels of the schools with Macmillan-using teachers. The indicator of each school's SES level was the percentage of low income students that were members of that school, as reported in the School Campus Longitudinal Trends from 1972-73 through 1975-76, issued in July 1976.

Finally, three additional teachers in some of the middle SES schools were eliminated because their kindergarten classes consisted of whole day students. If these teachers had been retained in the study, an inbalance between the middle SES Lippincott group and the middle class Macmillan group would have been created with regards to half-day classes versus whole-day classes.

The remaining teachers formed 4 groups: low SES school Lippincott users to compare with low SES school Macmillan users; and middle SES school Lippincott users to compare with middle SES school Macmillan users. All high SES school teachers had been eliminated because of inbalances that would have been created between Lippincott users and Macmillan users. Figure C-3-1 summarizes the information on the 4 groups that were utilized in the final study.

The study was designed with the intent of using the 1976-77 Metropolitan Readiness Test data for those kindergarten students in Lippincott classes or in Macmillan classes who also were administered the Metropolitan Readiness Test in the following year, as 1st grade students. To ensure greater comparability between the kindergarten Boehm Test of Basic Concepts results and the 1st grade Metropolitan Readiness Test results, those students who did not participate in both test administrations were eliminated.

The mean Boehm Test of Basic Concepts Total scores, for each of the 4 groups were computed. Two t-tests were performed, between the two low SES groups and between the two middle SES groups.

FINDINGS:

Figure C-3-2 displays the results of the analyses. Neither of the two comparisons indicated a significant difference.

These findings should be compared to related findings using the Metropolitan Readiness Tests. These Metropolitan Readiness Test Findings are discussed in Appendix D of this report.

SCHOOLS USED IN STUDY, NUMBER OF CLASSES PER SCHOOL, AND PERCENTAGE OF LOW INCOME STUDENTS IN EACH SCHOOL

Oral Language System Used	Low SES	Middle SES
LIPPINCOTT	Blackshear (2 classes) - 90%* Norman (2 classes) - 91%* Oak Springs (1/class) - 93%*	St. Elmo (2 classes) - 18%* Summit (1 class) - 4%*
MACMILLAN	Oak Springs (2 classes - 93%* Sims (3 classes) - 89%*	Linder (1 class) - 12%* Reilly (1 class) - 25%* Cunningham (2 classes) - 3%*

* - Percentage of Low Income students in the School.

Figure C-3-2

COMPARISON OF LIPPINCOTT USERS AND MACMILLAN USERS FOR THE BOEHM TEST OF BASIC CONCEPTS

SES Level	Oral Language System	N	Mean Raw Score	Standard Deviation	t.
	Lippincott	95	35.17	9.79	+1.07
LOW	Macmillan 104	104	33.85	8.19	
W. 4.11 -	Lippincott	20	39.82	5.81	-0.90
Middle	Macmillan	109	40.61	6.50	



APPENDIX C BOEHM TESTS OF BASIC CONCEPTS

Part 4 (Evaluation Questions 6-1 and 6-2)

PURPOSE:

The purpose of Part 4 of this appendix is to provide information to answer evaluation question 6-1, stated below:

Which readiness test would provide the most reliable and valid data for use in answering evaluation question 4-1 and 4-2?

and to provide information to answer evaluation question 6-2, stated below:

Which readiness test would provide the most reliable and valid data for use in making instructional decisions about individual students?

It should be noted that the information that will be considered includes not only that for the Boehm Tests of Basic Concepts but also includes data for two other kindergarten readiness tests. It is convenient to consolidate such information for all these tests into one part of this technical report, since they are highly related. Since the Boehm Test of Basic Concepts is one of the three tests that have been considered, and since the Boehm Test of Basic Concepts is currently used for the kindergarten readiness testing, the discussion of these evaluation questions has been incorporated in this Boehm Test of Basic Concepts appendix.

PROCEDURE:

Data Collection. The testing data that was considered consisted of the Boehm Test of Busic Concepts 1976-77 results for four selected kindergarten teachers. The data collection procedures for this Boehm Test of Basic Concepts data has already been described in Part 1 of this appendix.

Two of these 4 teachers also administered the Metropolitan Readiness Test to all students in their class. The other two teachers administered the Tests of Basic Experiences to students in their class. These additional test administrations were all done during the first two weeks of April.

Each of these 4 teachers volunteered for this addition. The primary level instructional coordinators recruited the teachers, subject to the conditions that two volunteer teachers be teaching in low SES schools and the other two volunteer teachers be teaching in middle SES schools.

The assignment of tests to teachers was such that the Metropolitan Readiness Test was administered in both a low SES school classroom and in a middle SES school classroom. The Tests of Basic Experiences was also administered in a low SES school classroom and in a middle SES classroom. The publisher-provided administration instructions were given to each volunteer teacher to insure standardization. All scoring was done by ORE staff members.

Other data that were considered included a follow-up interview with each of the volunteer teachers; extensive discussions with the primary level instructional coordinators, the district testing advisory committee, and the Title I and Title VII evaluation staff; the technical reports provided by the publishers of the 3 tests that were being considered; and a consideration of the cost factors that would be involved for each of the tests.

Finally, it should be noted that the activities described in this part of the appendix were an extension of additional work that was done during the previous year. During 1975-76, 5 different tests were under consideration. In addition to the 3 tests already mentioned, the Stanford Early School Achievement Test (level I) and the Comprehensive Tests of Basic Skills (level A) were also considered.

During this preceding year, review copies of each of these 5 tests were provided to representative kindergarten teachers (selected by the primary level instructional coordinators), to each of the primary level instructional coordinators, and to each member of the district testing advisory committee.

All reviewers were asked to assess these tests with regard to compatability with the district kindergarten curriculum. As a result of this review process, the Stanford Early School Achievement Test and the Comprehensive Tests of Basic Skills were eliminated from further consideration.

There was, however, no general concensus among the reviewers as to which of the remaining 3 tests might be the best test for future use. The purpose for the additional activities that were conducted this year was to attempt to break this deadlock.

Analyses. The test data for the 4 volunteer teachers was inspected to see if there were any "floor" and "cgiling" effects and to see if there were any unusual discrepancies between the data for different tests. All of the other data were inspected and compared for the different tests to determine if there might be one test that had an overall higher degree of acceptability.

13

FINDINGS:

Reliability. Figures C-4-1 through C-4-3 summarize the publisher-provided reliability data for each of the tests. An inspection of these figures reveals that no one of the three tests is noticeably superior to the other two, with respect to reliability.

Validity. Three different espects of the validity of the three tests were considered. The first of these aspects concerns the availability and quality of a national norm-referencing system. Such a system would be essential if an evaluation question such as 4-2 (discussed in Part 2 of this appendix, for the Boehm Tests of Basic Concepts) were to be answerable.

Figure C-4-4 outlines the characteristics of each of the three tests that are relevant to a norm-referencing system. The MRT is superior to the other two test for each of these characteristics other than for the September testing which has been administered in the Title I schools in the district. These characteristics are discussed below:

- . Only for the MRT test is the norming sample based on probability sampling procedures. Such procedures are critical if companisons to nationwide status is desired.
- The MRT norming is based on a larger number of students than were any of the other tests. A large sample size reduces the sampling variance. Greater assurance is thus offered that the raw score percentile conversions are not excessively disturbed by a fluke in the sampling process.
- The MRT and TOBE both provide reasonably detailed descriptions of characteristics of the norming sample. This information is useful to ascertain similarities and differences between AISD and the norming sample.
- Both the MRT and TOBE have percentile scores available. However the MRT percentile scores are based on a shorter norming period (1 month) than is the TOBE (4 months). The MRT percentile norms therefore have a more precise meaning. MRT norms cannot be used in September. However, unless the districtwide kindergarten testing were changed from February to September, this is not important. TOBE norms cannot be used in February. The Boehm percentile scores are in general inadequate.
- The MRT has the most recent norms (1974-75, as compared with 1969-70 for each of the other tests). In view of the apparent increased readiness of pre-school students in the last few years, the more recent norms would provide a more accurate assessment of relative status.

The second aspect of validity that was considered is the content validity. This type of validity pertains to the compatability of the test content with the districtwide curriculum. Neither evaluation question 4-1 nor 4-2 could be answered in a meaningful manner if the test content were not compatible.

0-4-3-1 345/



Also, instructional decisions for individual students would be senseless if they were based on test results for a test that measured irrelevant achievement or readiness.

The four volunteer teachers and the primary level instructional coordinators provided input concerning the content validity of the tests. Each of the volunteer teachers was interviewed after the pilot testing was complete. Nine specific questions were asked of each teacher, and their responses were recorded. Figure C-4-5 presents a summary of the questions and responses.

The responses by teachers to interview questions 1,4 and 9 are especially relevant to the issue of content validity. In general, both teachers who administered the TOBE stated the TOBE test results would provide useful information but only one of these teachers felt that the TOBE would be more useful than the Boehm. Both teachers who administered the MRT agreed that MRT test results would provide useful information. Both of these teachers felt that the MRT would be more useful than the Boehm. The two teachers who pilot-tested the MRT cited several parts of the MRT which they considered to be especially good. No such comments were provided by the teachers who pilot-tested the TOBE. This may have been because the TOBE is not broken down into specific subtests as is the MRT.

The primary level instructional coordinators were presented with the interview results. The coordinators also did their own study of the content of each of the three tests. The coordinators did not consider the MRT to have adequate content validity. They consider the MRT content to be more reflective of the 1st grade curriculum, rather than the kindergarten curriculum. Both the Boehm and the TOBE were considered to be more representative of what the kindergarten curriculum should be, although the coordinators did consider the TOBE to have better content validity than the Boehm. The District Testing Advisory Committee, however, considered both the TOBE and the Boehm to be essentially the same with regard to content validity.

The last aspect of the validity concerns the dispersion of the test scores. If, among other measures, the test will be used to identify students with unusual strengths or with unusual weaknesses, a wide dispersion of scores is necessary. That is, there should be no high concentration of scores at either the high end of the score range or at the low end of the score range.

Figures C-4-6 and C-4-7 display the distributions that were obtained for the April pilot-testing of the MRT and the TOBE. Also displayed are the distributions that were obtained in these same 4 classes for the Boehm that was administered earlier in the year.

It will be noted that the TOBE and the MRT <u>apparently</u> have a greater ceiling effect than does the Boehm. This is very likely only a consequence of the fact that the TOBE and the MRT were both administered in April, whereas the Boehm was administered in February, much earlier in the year. The figures suggest that there is little difference in the ceiling effects of the TOBE and the MRT, Neither test exhibits any floor effects, and the overall dispersion appears to be about equal.

Cost Factors. The costs for the three test are:

Boehm - 23 1/3c/ booklet (\$1,100 annual cost)

MRT - 33 1/3c/booklet (\$1 00 annual cost)
TOBE - 80c/ booklet (\$3,800 annual cost)

One additional cost factor that should be considered is the computer programming efforts. If the Boehm were to be used in the future, the existing computer data processing programs could be used, and no additional programming time would be required. If the MRT were adopted, some additional programming would be necessary. However, for the most part, the existing lat grade MRT programs could be utilized and only minor additional work would be necessary. Adoption of the TOBE, however, would require the development of a completely new set of data processing programs. This would probably require 6-8 weeks of programmer time to accomplish this.

The cost of the TOBE was especially viewed with concern by the members of the District Test Advisory Committee. The concensus of this committee was that the TOBE and the Boehm were quite similar in usefulness and that the added cost of the TOBE was not a justifiable expense.

Impact on Federal Programs. Discussions with the federal program evaluation staff revealed that for the Title VII program evaluation, the replacement of the Boehm would have a significant effect. The 5-year evaluation efforts of Title VII require (1) a kindergarten test which can be administered in Spanish and (2) test data which is comparable across the entire 5-year span since 1974-75.

Since neither the TOBE nor the MRT have an acceptable set of Spanish administration instruction, Spanish instructions would have to be developed if either of these two test were adopted to theplace the Boelm. If a new test were adopted, an equivalency study would be necessary in order to develop a basis for comparing scores in 1977-78 and later years with the Boehm test results of previous years. This equivalency study would require the administration of both the Boehm and the replacing test to a large number of students during next year.

Other. In the process of gathering the reliability and validity data, some other general information was obtained which is provided in this section.

- One of the teachers who pilot-tested the MRT considered the MRT directions to be long; the other teacher considered the test itself to be too lengthy.
- . Both of the teachers who pilot-tested the MRT considered the test booklet to be difficult for a student to handle, especially entered the school year.
- Bo The teachers who pilot-tested the TOBE reported that their studences enjoyed taking the tests. (See also the next comment.)
- The primary level instructional coordinators considered the TOBE to have the best format-small pages and only one test item per page. In contrast, they considered the MRT to be the feast desirable of the three in this regard large pages, many test items per page, and small pictures in each test item. (See also the preceeding comment.)



Summary. The investigations summarized above reveal that heither of the three tests is adequate for all purposes. The MRT is clearly the only viable alternative for providing information requiring the use of national norms. There was no clear concensus concerning which test had the best content validity. Finally, adoption of the TOBE (and, to a lesser extent, the MRT) would be costly.

In view of the above situation, appears that it would be unwise to change tests at this time. Next year, the efforts should continue, perhaps by considering new tests that have become available or by modifying the criteria by which a possible kindergarten tests should be judged.

RELIABILITY COEFFICIENTS' FOR METROPOLITAN READINESS TEST (MRT) LEVEL I, FORM P

	Rel	liability Coeffi	cient
Test	Split-Half (N = 348)	KR-20 (N = 348)	Alternate Form (N = 739)
Auditory Memory	73	,.74	.58
Rhyming	.80	.77	.67
Letter Recognition	88	.88	.81
. Visual Matching	.79	. 7,9	69
Visual ¹	.85	.88	.82
School Language	.66	.66	- 84
Quantitative Language	.75	.67	. 68
Language ²	.83	.80	.75
Total ³	93.	.92	.85

(This figure is adapted from Tables 17 and 18 of the MRT Teacher's Manual, Part 2, published by Harcourt Brace Jovanovich, Inc., New York, N.Y.)

The Visual Test consists of the Letter Recognition and Visual Matching Scales.

The Language Test consists of the School Language and Listening Scale and the Quantitative Language Scale.

³The Total consists of each of the 6 basic scales.

RELIABILITY COEFFICIENTS (TOBE) FOR TESTS OF BASIC EXPERIENCES (TOBE) LEVEL K

	R	aliabilty	Coefficient	
Test	. KR	- 20	Test-	Retest
	r , f	N	r .	И
Math	.82	2640	.82	87
Language	.82	2615	.72	90

(This figure is adapted from Tables 5 and 10 from the Examiners Manual, published by CTB/McGraw-Hill, Monterrey, Calif.)

Figure C-4-3

RELIABILITY COEFFICIENTS FOR THE BOEHM TEST OF BASIC CONCEPTS FORM A

` {		Split+	Half	Alterna	ate Form
,	SES Level	r	N	r	, N
1	Low	.86	162	.58	76
	Middle	.90	453	.55	134
	H1gh	.85	250	78	81
نع	Combined			.72	291

(This figure is adapted from Tables 11 and 12 from the Boehm Test of Basic Concepts, published by the Psychological Corp., New York, N.Y.)



COMPARISON OF TECHNICAL CHARACTERISTICS OF THREE KINDERGARTEN READINESS TESTS

Technical Characteristic	Metropolitan Readiness Tests (MRT)	Boehm Tests of Basic Concepts	Tests of Basic Experiences (TOBE)
Probability Sampling Procedure	Stratified random sampling of achool districts in the nation	NONE	NONE
Number of Participants	Fall: approx. 9,000 students Spring: approx. 6,000 students	Fall: 3,500 students Midyear: 865 students	Fall: 2,600 atudents Midyear/Spring: none
Norming Population Descriptions	% of students by sex, ethnicity, and geo-graphical region	No description provided.	X of students by community type (inner city, urban, suburban, and small
Provided Derived Scores	Percentile, Stanine, and scale scores are available for indi-	Percentile scores are available for individual student	city) and by geo- graphical region. Percentile, stanine, and scale scores are available for indi-
available	vidual student re- sults and for group summaries.	results, if SES level of student is known; even these are not adequate.	vidual student re- sults and for group summaries.
Period of Norming	November (Fall norming) April (Spring norming)	September & Octo- ber (Fall norming) November through February (midyear norming)	October through January (Fall 'norming)
Derivation of interpolated derived scores for September	September - inter- polations cannot be done February - interpo- lations can be done	September - pub- lisher-provided scores can be used February - regular scores can be used	September - inter- polations are not possible February - interpo- lations are not
and Pebruary	Tactons can be done	but are not ade- quate; no inter- polations can be done	possible
Year of Norming	1974-75	1969-70	1969-70

35 3-4-9

ERIC

ST TEACHERS PILOT-TESTING THE METROPOLITAM READINESS TEST (MRT) AND THE TEST OF BASIC EXPERIENCES (TOBE)

*	T TWACHER ANNIA	ISTERUO THE MRT	TEACHERS ADMINI	TERING THE TOLE
QUESTION	Low SES School Teacher	HIDDLE SES School Teacher	LOW SES School Teacher	MIDDLE SES School Teacher
1. Would this new test pro- wide useful Fall testing Sdata?	"Very definitely."	(1)	"Very definitely."	(1)
2. Would this new test pro- vide useful Spring tess ing data?	Tes; dovers areas caught in my pro- gram."	"Fairly good. Iden- tifies students with problems; supports other data already available."	"Vary definitely."	Table 1 pages
). Would this new test be better than the Boehm for Fall testing?	"No question; MRT is much better,"	(t)	"Extremely better."	(1)
A. Would this new test be better than the Boahs for Spring testing?	Nuch better: Boshm test doss not test skills	"Beccer: MRT pro- vides better, scatter of scores - Boshm gives high scores for all kids in the Spring."	"Anything is better than the Boehm; TORE tests what has been taught."	"Boshm may be better for Language; in general, Boshm is better except for physical characteris- tics of test booklet!
5. Do the students under- stand the test direc- tions?	"Yes; the direc- tions are some- times lengthy."	"Yes - children understood them surprisingly well." "Not necessary."	"Directions OK."	"Directions are adequate, but meaning- less words - smat and boss wondused the children."
6. Is the MRT Practice Test of benefit? 7. Can students handle	"Very much." "Very easily,	"Children caught on	"Very, eastfy."	"Yés."
the booklet easily?	though might be difficult for Fall semester use.	.vary quickly, though may be dif- ficult for Fall summater,"		
8. If only one of the TOBE costs (probably Linguise) were given would you will like this test better			"Two are excellent, If only one had to be chosen, Math would be better, Language to easy the	"No. One of the two tests simply would hot cover enough material."
than the Boehm?	"Very enthusiastid	mayba too wany	assess without a test. The items with nonsense words - (smat, boes) upset	"Language items have more difficult terms; math terms
	discrimination and auditory and memory sections er especially good; test is very	very good in testing 'left- to right' and auditory memo-	the students; they enjoyed taking it."	more specific; stu- dents loved the test."
	long."	ry; 'Rhyming' Cests' confused scudents."		

⁽¹⁾ Questions I and I were not asked of Middle SES teachers. Only Low SES, or Title In schoolteachers have been using a Fall administraction of the kindergarten readiness test.

 $oldsymbol{\mathcal{F}}_{\mathcal{O}_{\mathcal{O}_{\mathcal{O}_{\mathcal{O}}}}}$

DISTRIBUTION OF TEST SCORES . IN TWO LOW SES SCHOOL CLASSES WHICH PARTICIPATED IN THE KINDERGARTEN READINESS TEST PILOT-TESTING

- 1		;		<u>.</u>	
Percentage of Items Answered	Go	ovalle Class	.i	Campbel	ll Class
Correctly	TOBE Math ¹	TOBE Lang. 1	Boehm ²	MRT ¹	Boehm ²
100%		1			
99%	i	!		i i	
98%			Į į		
97%]		}	1	
96%	1	1	•		
95%					
94%		•	ž.		
93%	- 1	3 .		1	
927					•
91%					
867-907	6	4	1	4	4
81%-85%	4 .	3	. 4	4	2
76%-80%		1	3	4	2 2 1
71%-75%	3	1 ·	2	1.	1
66%-70%		4	4 7	X 1	2
61%-65%	3		2	-1	2 3 .
56%-60%		1	4		3
51%-55%				1	,
467-507	4	2		1	1
412-452	r		~	1]
36%-40%		<i>≹ :</i> . •		i	
317-357			1		
267-307	A second second	'		Í	
21%-25%			1	1	1

lAdministered in April.

²Administered in February.

Figure c-4-7

DISTRIBUTION OF TEST SCORES IN TWO MIDDLE SES SCHOOL CLASSES WHICH PARTICIPATED IN THE KINDERGARTEN READINESS TEST PILOT-TESTING

Percentage of	Pil	Pillow Class								
Items Answered - Correctly	TOBE Math ¹	TOBE Lang. 1	Boehm ²	MRT ¹	Boehm ²					
1007	2	5		1						
99%	•			3						
987	·	1_	-6							
^ 97%										
967	1	4	. 5	3	2					
95%		,	12.	3						
947			2`		1					
93%	4	3	ļ	1						
927			4	1	2					
91%			1							
867-907	8	5	2	1	10					
817-857 👙	3	3	2 1 1 1	2						
76%-80%	1	1	1	4	1					
712-752	3	1	1	1	. 4 ,					
667-702			,]	1					
617-657		1 .	1] 1						
56%-60%	•		· ·							
517-557				1 1						
467-507		w .			1					
412-452			:	}						
367-407					\$ g ^N P					
31 7 ÷35 7	±.	The second second		g that	· F					
267-307					A. *					
217-257				ļ	4.1					

¹Administered in April.

 35_{z}

²Administered in February.

Appendix D

Metropolitan Readiness Tests

Brief description of the instrument:

Eight tests that measure the skills needed in beginning reading and mathematics. These tests can be grouped into the following skills areas: auditory, visual, language and quantitative. The battery composite contains a total of 97 items.

To whom was the Instrument administered?

All first grade students.

How many times was the instrument administered?

Once to all first grade students.

When was the instrument administered?

August 30-Sept. 3, 1976.

Where was the instrument administered?

In the classreon

Who administered the instrument?

The classroom teacher.

What training did the administrators have?

Written instructions from O.R.E. were provided to the counselor and principal but there was no other formal training.

Was the instrument administered under standardized conditions?

Stargardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

The 1933 version was developed by Dr. Gertrude H. Hildreth; the 1976 version was written by Joanne R. Nurss, and Mary E. McGauvran.

What reliability and validity data are available on the instrument?

Reliability and validity data are available in the Teacher's Manual, Part II on pp. 24-25. This includes Kuder-Richardson Formula 20 and a split-half correlation between scores on the MRT and the MAT and the Stanford Tests. Are there norm data available for interpreting the results?

The standardizing sample of 18,002 for the Fall, 1974 was chosen to represent a variety of geographic regions, community sizes and socio-economic levels from 17 school districts. More detailed information can be found on pp. 21-24 of the Teacher's Manual, Part II.



APPENDIX D METROPOLITAN READINESS TESTS

Part' T

(Descriptive Results of the 1976-77 Test Administration)

PURPOSE:

The purpose of Part 1 of this appendix is to provide information regarding the districtwide administration of the Metropolitan Readiness Tests in 1976-77.

PROCEDURE:

Data Collection. All test administrations were done during the week of August 30 through September 3, 1976. Make-up testing, if required, was done during the following week.

All 1st grade students were to be administered the tests, with some exceptions. The following policy was provided to all schools regarding exemptions from the testing.

All students should take the Metropolitan Readiness Tests except as indicated below:

- . Students who spend an nour or more each day in an integrated (self-contained) special education class or resource room need not take the tests.
- . Students who will receive all of their reading instruction in Spanish need not take the tests.

No systematic effort was made to collect information on the number of students who were exempted or the number of students who were absent or otherwise unaccounted for. Over 93% of the 1st grade students did participate in the testing. (This percentage is based on the number of valid MRT scores divided by the districtwide membership as of the last day of the first six weeks.)

ORE provided to each school detailed instructions in the management of the MRT testing activities. Figures D-1-1, D-1-2, and D-1-3 contain the specific instructions that were provided.

Each teacher scored the tests for all students in his/her class. This, rather than ORE scoring, was done in order that the results could be provided back to the teachers and utilized as soon as possible. Figure D-1-4 is an example of the class record sheet on which each teacher recorded the students' test scores for submission to ORE.



Analyses. Descriptive results of the 1976-77 testing are presented and are compared to the national norms. These 1976-77 testing results are also compared to the 1975-76 testing results, when the old (1964) version of the MRT was utilized.

FINDINGS:

ું પ્રાફ્રીયાં 🦠

Figure D-1-5 details the districtwide distribution of stanine scores for each of the four basic scales of the MRT and for the Pre-reading Composite (consisting of the combined scores for the auditory, visual, and language scales of the MRT). Figures D-1-6 through D-1-10 provide a graphic display of these distributions.

An inspection of these figures reveals that districtwide lst grade readiness is very close to lst grade readiness in the national norming sample. There are differences, however. Notice, for example, that in each of stanine scores I through 4, the percentage of Austin students with this stanine score is at least equal to, or greater than, the corresponding percentage in the national norming sample.

The MRT which was used this year was a revised version of the MRT which had been used in previous years. This revised MRT had been normed in 1974-75, and the older version had been normed in 1964-65. Since 1964-65, the readiness level of entering 1st grade students has increased considerably. (See, for example, the Metropolitan Readiness Test Research Report No. 2, published by Harcourt, Brace and Jovanovich, Inc., New York, N.Y.). Consequently, the norming sample used for the nevised MRT had a higher degree of readiness than did the norming sample used for the older MRT. Harcourt, Brace and Jovanovich (the publisher of the MRT) therefore predicted that percentile and stanine scores that were based on the revised MRT would be lower than those percentile and stanine scores based on the earlier edition of the MRT.

This prediction did occur in Austin. The districtwide median stanine for the MRT Total test in 1975-76 (using the older version of the MRT) was stanine 6. The corresponding 1976-77 total test median score, using the revised MRT, was stanine 5.

As mentioned above, this difference is very likely a consequence of the fact that two different norming samples, of very different levels of readiness, were utilized for the two different tests. It is therefore important that the difference not be interpreted as a decline in entering 1st grade readiness. The 1976-77 testing results should serve as baseline data. These baseline results will be useful in future years.

INSTRUCTIONS PROVIDED TO BUILDING TEST COORDINATORS FOR THE METROPOLITAN READINESS TEST ADMINISTRATION

METROPOLITAN REALINESS TESTS 111, 1976-BUILDING COORDINATO CHECKLIST

	and the second s
	Inventory all materials received:
	Practice (blue) Test Booklets
	Regular (green) Test Booklets
	l for each lsc grade student
	l for each 1st grade teacher
	l for the building coordinator
	. Teacher's Manual (Part I)
	Teacher's Manual (Part II)
	Scoring Key
	Testing Guidelines (blue paper)
	Teacher Checklists (green paper)
	l for each lsc grade ceacher
	l for the building coordinator
	Class Record Sheets (white legal size paper)
	4 for each 1st grade teacher
	(2 per teacher if number of students is 21 or less)
(C.	all Nancy Lanier or Kate Ward, Telephone 458-1227, if you do not
hai	and the share \
	Read the Teacher Checklist, the Testing Guidelines and Part
	Read the Teacher Checklist, the Testing Guidelines and Part of the Teacher's Manual so you will be familiar with what your teachers will be expected to do.
	Read the Teacher Checklist, the Testing Guidelines And Part of the Teacher's Manual so you will be familiar with what your
	Read the Teacher Checklist, the Testing Guidelines and Part of the Teacher's Manual so you will be familiar with what your teachers will be expected to do.
	Read the Teacher Checklist, the Testing Guidelines and Part of the Teacher's Manual so you will be familiar with what your teachers will be expected to do. Pass out materials to teachers. Advise your teacher of any special instructions that you
	Read the Teacher Checklist, the Testing Guidelines? and Part of the Teacher's Manual so you will be familiar with what your teachers will be expected to do. Pass out materials to teachers. Advise your teacher of any special instructions that you consider necessary, including: When to administer the practice test and the 4 "sittings" of the main test (see the Testing Guidelines, #1; and the Teacher's Manual (Part I), inside the front cover and on
	Read the Teacher Checklist, the Testing Guidelines and Part of the Teacher's Manual so you will be familiar with what your teachers will be expected to do. Pass out materials to teachers. Advise your teacher of any special instructions that you consider necessary, including: when to administer the practice test and the "sittings" of the main test (see the Testing Guidelines, #1; and the Teacher's Manual (Part I), inside the front cover and on page 7) whether or not you want the optional Copying Test to be

instructions to teachers on when to have the completed	
Class Record Sheets returned to you (all of these sheets,	
for all of your teachers, should be sent to the Office of	
Research and Evaluation together, in one envelope, no later	
than Friday, September 10.	
. instructions to teachers on when to return the un-marked	
test booklets to your office (all of the un-marked test	
booklets for all of your teachers should be sent back go	
the Office of Research and Evaluation together, in one	
package, no later than Friday, September 17.	
parage, no later than (11day, September 17)	
.)	
No. 1 1772 Turk Grant Grant 13	
NO LATER THAN FRIDAY, SEPTEMBER 10	
Collect one copy of each teacher's Class Record Sheet (dge or	
two pages per teacher depending on how many scudents the deacher Has)	
Mail all of the Class Record Sheets together, in one envelope, to:	
Jim Watkins	
Box 79	
Carruth Building	
Carrotin Bullium	
· · · · · · · · · · · · · · · · · · ·	
NO LATER THAN FRIDAY, SEPTEMBER 17	
Collect all un-used test booklets (practice and regular) from	
teachers.	
*	
Mail all of these test booklets to:	
taged	
Jim Watkins	
Box 79	
Carruth Building	
Cattury outling	

INSTRUCTIONS PROVIDED TO TEACHERS FOR THE METROPOLITAN READINESS ADMINISTRATION

METROPOLITAN READINESS TESTS Fall, 1976-77

TEACHER CHECKLIST

۳.	
BEFORE W	EEK OF TESTING (Before August 30, 1976)
	Inventory all materials to make sure that you have enough Practice (blue) Test Booklets
	Regular (green) Test Booklets
	1 for each student
. '	1 for yourself
,	. Teacher's Manual (Part I)
	Teacher's Manual (Part II) Scoring Key
	Testing Guidelines (blue paper)
	Teacher's Checklist (green paper)
	1 of each for yourself
	. Class Record Sheets (white legal paper)
	(2 for yourself, if you have 21 students or less)
La	t your Building Test Coordinator know if you are missing anything.
NO	TE: Crayons, to be used by students to mark their answers, should be provided by each teacher.
	Read the rest of this checklist, the Testing Guidelines, and Part I of the Teacher's Manual for an overview of what you will
•	need to do. (Your Building Testing Coordinator will have some additional instructions for you.)
	Do the additional preparations listed in Steps #1-7 on page 4 of Part I of the Teacher's Manual.
DURING 1	TESTING WEEKS (Monday, August 30, through Thursday, September 9)
	Administer the practice and regularitests in accordance with the instructions in Part I of the Teacher's Manual, the Teating Guide-lines, and other instructions provided by your building testing coordinator.
	Administer make-up tests if necessary.
**	

Figure D-1-2 (continued)

	Score all tests, using the results on the Class Reconstudents than there are socres, etc. on a second so that you can keep one reports are completed and	rd Sheet provided, paces, record addit sheet. (If you wis copy for your use u	If you have more ional student na h, make two copy	e Imes . .es
NOT	E: Directions for scoring Do <u>not</u> follow Direction Office of Research and	n #8. (This will b		, d
	Turn in one completed cop- building testing coordina- if your building testing of	for hy Thursday, Se		
SEFORE TH	URSDAY, September 16		100 100	ž.
	Turn in all un-marked blue regular test booklets to v			•
	u may keep the Teacher's M oklets that have been used.		key, and all te	st /

Figure D-1-3

GENERAL GUIDELINES AND INFORMATION FOR THE METROPOLITAN READINESS TEST ADMINISTRATION

Austin Independent School District METROPOLITAN READINESS TESTS TESTING GÜIDELINES (and other useful information)

The revised edition of the Metropolitan Readiness Tests will soon be given in your school. The test questions and the procedures for administrating and scoring are different from those used last year. Therefore, it is especially important that you are familiar with these guidelines, as well as the other instructions provided to you, before the testing begins.

When should the testing occur?

The regular casting should be done between Monday, August 30, and Friday of that same yeek. All make-up tests should be completed no later than the following Thursday, September 9.

The practice test should be given at least one full day before the regular testing. (You will need this time to provide additional or practice to any students who need it.)

The 8 tests in the tegular test battery should be given in 4 different a sittings", with at least one non-test activity between each two is sittings".

2. How should the test be administered?

Exactly as prescribed in Part I of your Teacher's Manual.

J. Should all students be tested?

- Yes, with only two types of exceptions:
 - (1) Students who spend one hour or more each day in an integrated (self-contained) special education class or resource class need not take the test.
 - (1) Students who will receive all of their reading instruction in Spanish need not take the test.

. Is the practice test required?

Yes, for two reasons:

Many of your students will not be familiar with test-taking skills (such as understanding that each picture represents a different answer, knowing how to use a crayon to mark an answer, etc.)

Use of the scanine and percentile scores for the MRT test will be invalid unless the practice test is given prior to the regular testing.



Why are teachers bying asked to score the tests for their students?

For one very important reason. Since the greatest value of these tests is in the early readiness information that it provides, we are usking teachers to assist us by scoring the test for their students.

NOTE: Teachers are asked only to score the "number right" for the 8 -

We are not asking that the tables for stanines, percentiles, etc., be used by teachers. This part will done by the Office of Research and Evaluation.

5. What information will teachers and schools get back

Each teacher will get 3 reports:

- (a) an alphabetic listing of all students in has/her class, with all acores (ray scores, staning scores, and percentile scores) for each of the skills areas.
- (b) a "grouped" fisting of all students, with high-scoring students grouped together, average-scoring students grouped together, etc.
 (c) a gummed lattel for each student, with all scores. (This label
- may be stuck to the scudent's permanent folder so writing of the scores will no longer be necessary.)

Each school will also get a one-page summary of all students of the school so that overall acrema of the school so that overall acrema of entering lat grade students than be suitably significant.

7. When will all this information be provided?

If you help us by completing your Class Record quickly, with student names, raw scores, etc. printed lexibly, then the Office of Pesewich and Evaluation will be able to process the Class Record Sheets and return the reports to you quickly.

(In the meantime, while the Office of Research and Evaluation is processing these test results, teachers will be collecting other vital information about their students' readiness levels, so that when the test results are returned, teacher will have a large storp of diagnostic information with which to plan the remainder of the year(s activities.).

8. Does the Copying Test have to be administered?

This test is optional. You may administer it if you wish, or if your building testing coordinator asks you to administer it.

EXAMPLE: CLASS RECORD SHEET

9	:			100 M				,	· ·	; %		KA TA				j	, t	e e e e e e e e e e e e e e e e e e e	\$ 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
. (1987) - (1987) - (1987)					•	M	ETROP CĽA	OLITA SS Ř					TS		,	[[]] [00 NOT	MARK IN	THIS A	RT A
i i	SCHOOL	/	g decent webliday a	X.	. TEA	CHER	NAME		l l Loi						A ,	1	11, 1976		
		(9)	STUDENT Int Lette	r Per B				,	UDJ(TORY Test		visų	RES. Nl (ABE) Ntest 1	Λ_i	. /		QUANTI		. 01 · · ·	Poge:
D-1-8	10 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)				NAME			EX FI				*			5 6		1 1		36
Full Text Prov	vided by ERIC		,	4	•		:	÷				1	: -		1	1	f		\bullet A_{j}

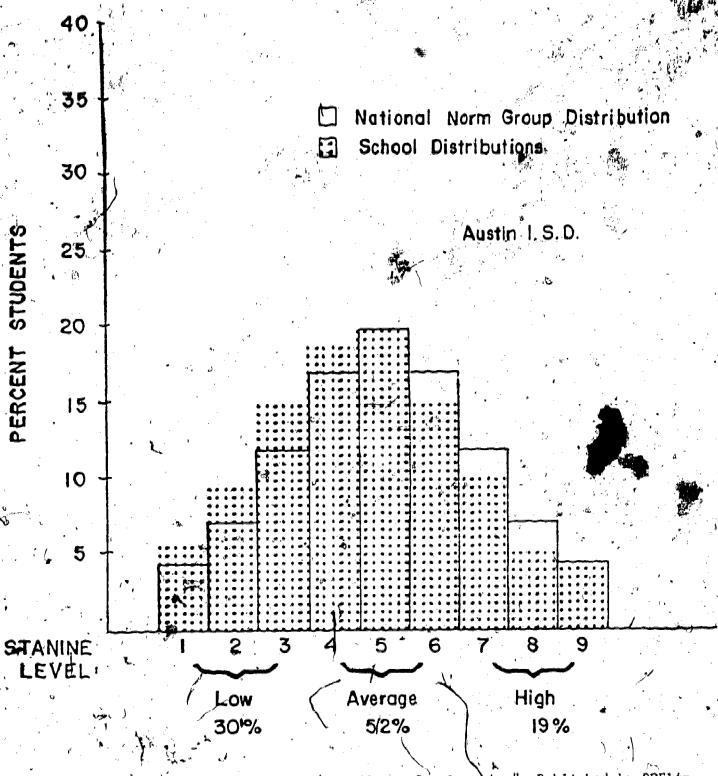
 $3e_{\mathbb{S}_{i}}$

Figure D-1-5

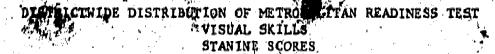
DISTRIBUTION OF DISTRICTWIDE METROPOLITAN READINESS TESTS STANINE SCORES FOR 1976-77

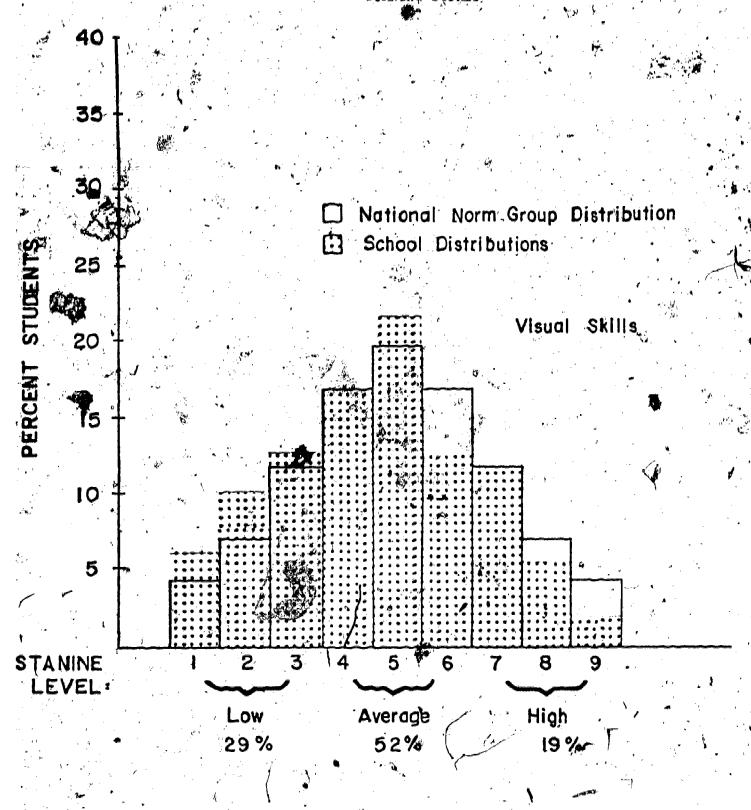
		DISTRICT	WIDE DISTRI	BUTION		National.
STANINE	Auditory Skills	Visual Skills	Language Skills	Pre-Reading Skills	Quantita- tive Skills	Distribution
9	77.	2%	9%	4%	47	4%
	9%	5%	8%	5%	J. J. K	7%
7	7%	12%	9%	10%	14%	127
6	15%	13%	- 10 %	15%	1/2×	17%
5	17%	22%	2 1%	19%	18%	20\$
4	17%	17%	18%	18%	22%	17%
3	17%	13%	13%	15%	14%	1.2%
2,	7%	10%	7%	9%	6%	77
1	5%	6%	4%	6%	5%	4%

DISTRICTWIDE DISTRIBUTION OF METROPOLITAN READINESS TEST
PRE-READING COMPOSITE
STANINE SCORES



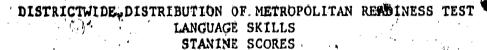
(extracted from "Austin First Graders' Readiness for Learning", Published by ORE in January, 1977, Publication Number 76.26.)

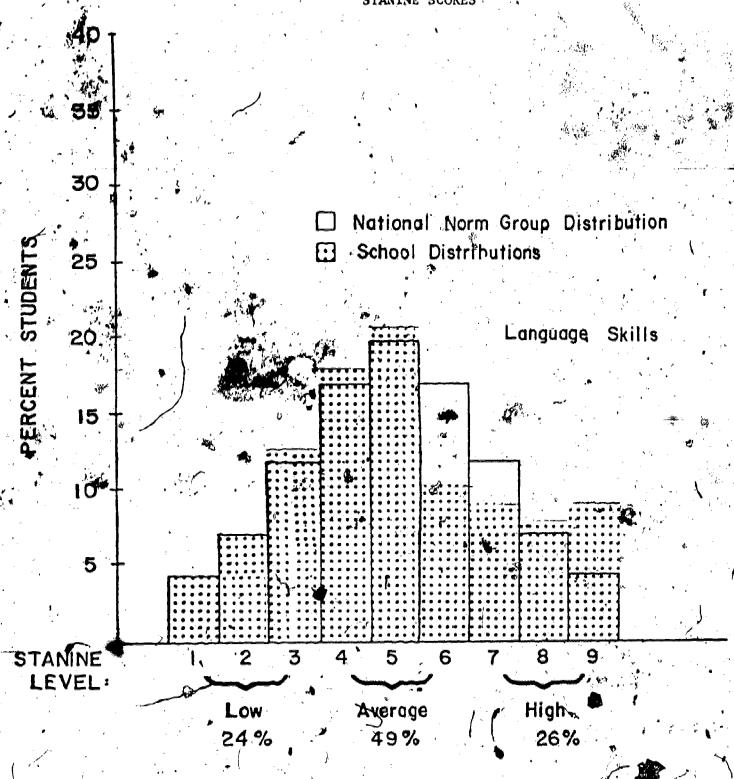




(extracted from "Aust'in First Graders' Readiness for Learning", Published by ORE in January, 1977, Publication Number 76.16.)

Figure D-1-8

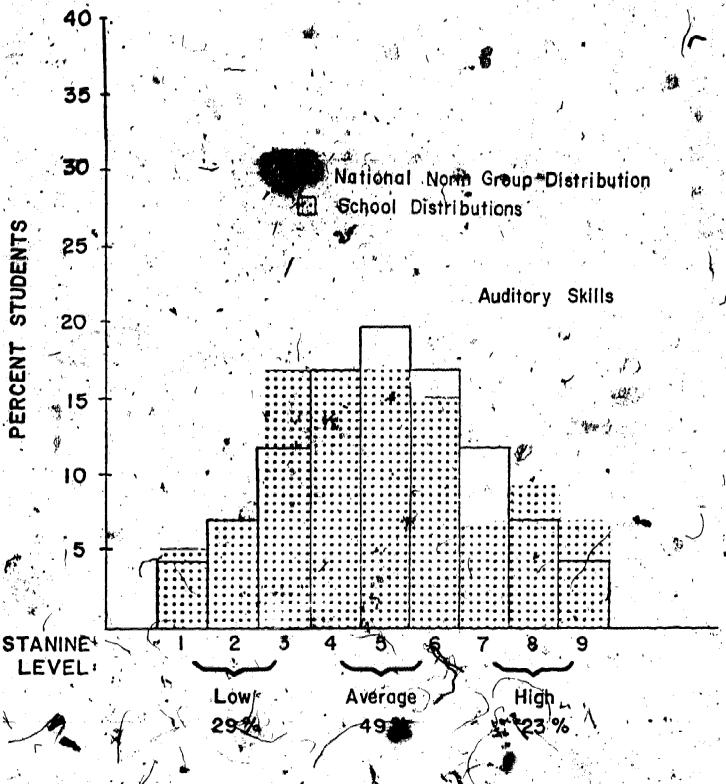




(extracted from "Austin First Graders' Readiness for Learning", published by ORE in January, 1977 Publication Number 76.16.)

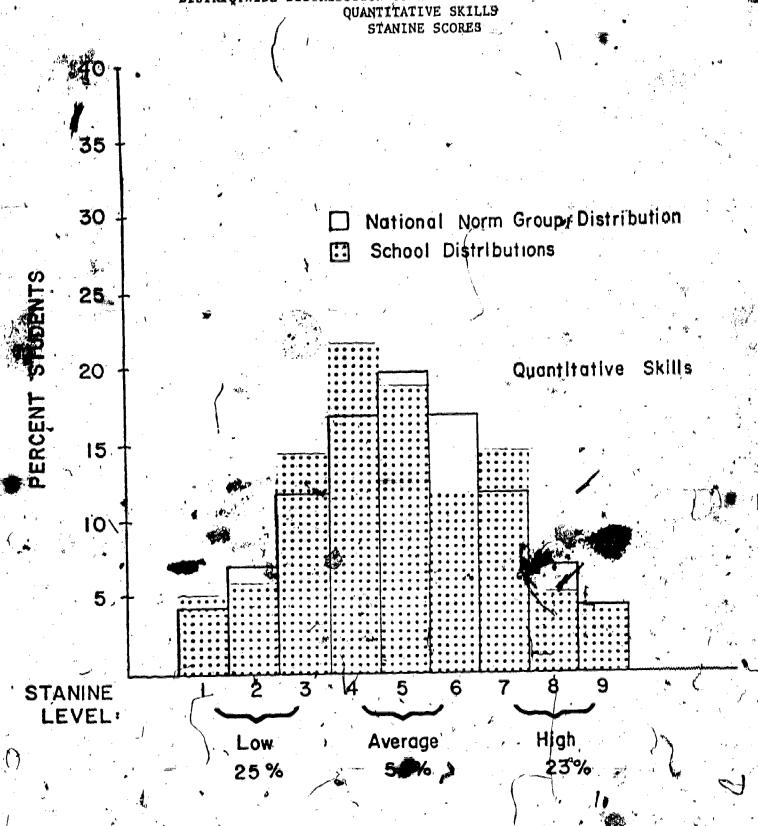
Figure D-1-9

DISTRICTWIDE DISTRIBUTION OF METROPOLITAN READINESS TEST.
AUDITORY SKILLS
STANINE SCORES



(extracted from "Austin First Graders' Readiness for Learning", published by ORE in January, 1977, Publication Number 76.16.)

DISTRICTWIDE DISTRIBUTION OF METROPOLITAN READINESS TEST



(extracted from "Austin First Graders' Readiness for Learning", published by ORE in January, 1977, Publication Number 76.16.)

APPENDIX D
METROPOLITAN READINESS TEST

Part 2 (Evaluation Question 5-2)

PURPOSE:

The purpose de Part 2 of this appendix is to provide information answer Evaluation Question 5-2 stated below:

How does the beginning-of-first-grade-readiness of students using the Lippincott system during their kindergarten year compare with the beginning of first-grade readiness of students using the Macmillan system?

It should be noted that the above evaluation question and Evaluation Question 5-1 (discussed in Part 3 of Appendix C) are quite similar. The only essential difference between the two evaluation questions is the outcome measure that is used. In Evaluation Question 5-1, the Boehm Test of Basic Concepts is utilized as the outcome measure. In Evaluation Question 5-2 the Metropolitan Readiness Test (MRT) is utilized as the outcome measure.

PROCEDURE

Data Collection. The method of data collection has already been discussed in Part 1 of this appendix.

Analyses. The data that was utilized was the testing results for all first grade students who had been members of certain selected kinder garten classes during the previous year. The method of identifying these teachers has already been described in Part 3 of Appendix C.

As discussed in Part 3 of Appendix C, these teachers comprise four different groups: (1) teachers in low SES schools who utilize the Lippincott oral language system, (2) teachers in low SES schools who use the Macmillan oral language system, (3) teachers in middle SES schools who utilize the Lippincott oral language system, and (4) teachers in middle SES schools who utilize the Macmillan oral language system. The MRT Pre-reading Composite scores for those first grade students who, during the previous year, were in the kindergarten class of a teacher in one of the four groups listed above, were examined. Two t-tests, were performed, between students in the two low SES groups and between students in the two middle SES groups.

 $D \neq 2$

FINDINGS:

Figure D-2-1 displays the results of the analyses. The mean score students who utilized the Lippincott oral language system was him than the mean score for Macmillan using students, for the low SES schools and the middle SES schools. For the middle SES schools, the difference was a significant difference at the .05 level.

Figure D-2-1

COMPARISON OF LIPPINCOTT USERS AND MACMILLAN USERS FOR THE METROPOLITAN READINESS TESTS

SES. Level	Oral Language System	N	Mean Raw Score	Standard Deviation	t
	Lippincott v	95	35.37	14.92	
Low	Macmillan	104	32.05	12.72	1.69
	Lippincott	90	54.10	§12.82	12.62*
Middle	Macmillan	109	49.43	12.22	Z. UZ.

Significant difference at the .05 level.

